



Final Report

Missouri Governor's School Safety

Task Force

July 31, 2019

Lt. Governor Mike Kehoe, Chairman

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EXECUTIVE ORDER
19-04

WHEREAS, school safety is vitally important to the health and well-being of Missouri's students and school personnel; and

WHEREAS, incidents of school violence have become all too common in our country and state leaders, school administrators, and law enforcement agencies continue to seek ways to keep Missouri schools safe; and

WHEREAS, it is critical that the state of Missouri develop comprehensive, coordinated, and effective recommendations for school safety to guide our understanding and prevention of violence in schools; and

WHEREAS, in 2018, President Donald J. Trump established the Federal Commission on School Safety to provide meaningful and actionable recommendations to keep students safe at school; and

WHEREAS, the Commission recently released a report of its findings, which included recommendations based upon policies already working in many states and local communities; and

WHEREAS, there is no single solution to the problem of school violence and there can be no "one size fits all" approach for an issue this complex; and

WHEREAS, a statewide analysis of school safety is needed to evaluate existing best practices in Missouri and to identify potential areas for improvement:

NOW THEREFORE, I, MICHAEL L. PARSON, GOVERNOR OF THE STATE OF MISSOURI, hereby establish the Missouri School Safety Task Force as follows:

1. The Task Force shall include the following members or their designees:
 - a. The Lieutenant Governor, who shall serve as Chair;
 - b. The Director of the Department of Public Safety;
 - c. The Commissioner of the Department of Elementary and Secondary Education;
 - d. The Director of the Department of Mental Health;
 - e. A representative from the Missouri School Boards' Association, selected by the Association;
 - f. A representative from the Center for Education Safety, selected by the Center;
 - g. A school resource officer, appointed by the Governor; and
 - h. Such other members as the Governor may appoint.
2. The Task Force shall study the Federal Commission on School Safety report from Missouri's perspective and shall identify gaps, shortfalls, or suggested policy changes. The Task Force shall also highlight the resources available to communities, school districts, and individual schools to help ensure school safety.
3. The Task Force shall develop and submit a report of its findings and recommendations, which may include a statewide strategic plan, to the Governor by July 31, 2019, at which point the Task Force shall dissolve, unless reauthorized or superseded by a subsequent Executive Order.
4. Members of the Task Force shall not receive any compensation for their duties as members of the Task Force, but may be reimbursed for necessary expenses associated with performing their duties, subject to the availability of funds.

IN WITNESS WHEREOF, I have hereunto set my hand and caused to be affixed the Great Seal of the State of Missouri, in the City of Jefferson, on this 13th day of March, 2019.



ATTEST:

A handwritten signature in black ink, appearing to read "Michael L. Parson", written over a horizontal line.

Michael L. Parson
Governor

A handwritten signature in black ink, appearing to read "John R. Ashcroft", written over a horizontal line.

John R. Ashcroft
Secretary of State

Task Force Members

- Lieutenant Governor Mike Kehoe, Chair
- Director Sandra Karsten, Vice-Chair, Department of Public Safety
- Commissioner of Education Marjorie Vandeven
- Director Mark Stringer, Department of Mental Health
- Senator Jeanie Riddle
- Representative Jerome Barnes
- Melissa Randol, Missouri School Boards' Association
- Captain Kevin Woodson, Cole County Sheriff's Department
- Paul Fennewald, Missouri Center for Education Safety

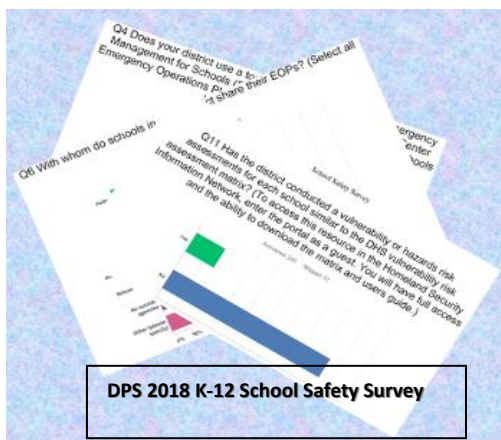
The following individuals provided additional administrative support:

- Adam Gresham, Office of Lt. Governor Mike Kehoe
- Craig Rector, Department of Elementary and Secondary Education
- Amy Roderick, Special Liaison to the Department of Public Safety
- Gerry Lee, Missouri Center for Education Safety
- Debra Walker, Department of Mental Health
- Missouri School Boards' Association staff who provided video recording, public outreach, and website development support

Special Recognition of the following venues supporting the Public Outreach Sessions:

- Kirksville Public School District
- Chaminade High School – St. Louis
- Springfield Public School District
- Mid-America Regional Council of Governments – KC
- Poplar Bluff Chamber of Commerce
- State of Missouri – Truman State Office Building
- Student Outreach – MSBA's Leadership Summit – St. Charles

Introduction



In November, 2018, Missouri surveyed K-12 public and charter schools on the topic of school safety. The survey, completed by more than half of the public school districts in Missouri, established a baseline relating to school safety. This survey, and other input from multiple school safety stakeholders, served as the catalyst for the Missouri School Safety Task Force. While Missouri schools are generally safe overall, the 2018 survey reveals that there is also room for improvement in several areas.

The Task Force conducted six public outreach sessions across the state and received additional input via stakeholder-generated surveys, website comments, a targeted student input session, and through other input received by individual members of the Task Force. The Task Force also reviewed the White House Federal Commission on School Safety Final Report as well as multiple other reports on school safety from other states. These reports were a wealth of knowledge, extremely detailed, and quite lengthy. The Task Force chose to align this report's areas of focus on the Federal Commission Report, where possible.

Some common themes in these reports are:

- *"Duty to Protect"* is a basic state and local obligation. The concept is dynamic as new standards are developed and accepted relative to prevention, mitigation, preparedness, response, and recovery efforts in the realm of school safety. The bottom line is that government and districts have a responsibility to take reasonable steps to ensure student safety.
- *"People over Products!"* Relationships and other human factors were recognized as critical to school safety. No technology will eliminate the need for human decision making and common sense.
- *"Woven Layers of Protection"* – Prevention efforts must be comprehensive, connected, and seamless; all supporting a common goal of school safety. Communication and information sharing must be ubiquitous.
- *"School violence is not the only risk."* Current media attention should not drive school safety efforts. The greatest risk to our children in a school environment is almost always from weather.
- *"One size does not fit all for school safety."* Missouri schools are each unique. What works very well in an urban or affluent school to promote school safety may not be possible in a rural or economically challenged school.

- *“The federal government, state, and local community school safety focus should be on all schools, and not just K-12 public schools.”* The Task Force’s focus was rightly on all K-12 schools in Missouri, including charter, private, and parochial schools.
- *“Best solutions to address school safety are at the local community and individual school level.”* School safety issues are local issues, and the solution to addressing them is most often at the local community level.
- *“Prevention is preferred over preparedness, response, recovery, and mitigation efforts”.* While it is challenging, preventing problems before they occur is much preferred to responding after the fact.

Task Force Methodology

- **Establish and define Task Force focus areas**
- **Solicit public input via public outreach sessions and via website**
- **Receive and review public input**
- **Research best practices via federal and state reports**
- **Receive targeted input from stakeholders and subject matter experts**
- **Assess the current situation in Missouri for each focus area**
- **Identify strengths and best practices, as well as gaps and challenges for each focus area**
- **Identify a list of resources for schools, districts and communities**
- **Identify suggestions for the Governor to consider**
- **Report to the Governor**

Task Force Findings/Suggestions by Focus Area

A. Effective Communication and Information Sharing

Background

Information sharing supports a safe and secure learning environment. Sharing information about emerging school safety threats, grants and other funding opportunities, innovative programs or best practices, and tips all support school safety. Parents, students, communities, law enforcement and leaders are part of an effective information sharing strategy including crisis communication, emergency information, and anonymous tip/threat reporting. Information shared accurately, effectively and efficiently facilitates good decision making.

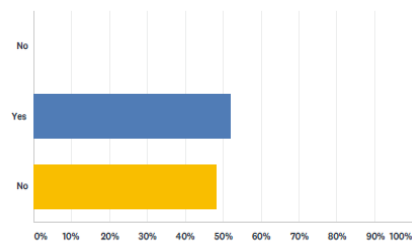
Strengths and Best Practices

At the state level, the Missouri Center for Education Safety (CES), shares information on threats, best practice programs, training, and other school safety related information with any K-12 school in Missouri who desires.

Similarly, the Missouri Information Analysis Center (MIAC), serves as an intelligence fusion center with a dedicated, full-time school safety analyst who shares information on school safety threats and trends with schools statewide.

Q23 Do all schools in your district utilize an anonymous tip or threat reporting tool?

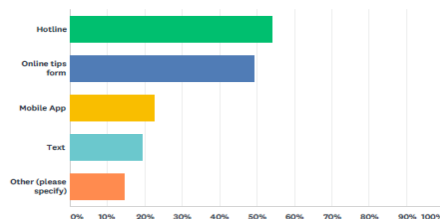
Answered: 235 Skipped: 56



DPS 2018 K-12 School Safety Survey – Question 23

Q24 What type of anonymous tip or threat reporting tool is used? (Select all that apply)

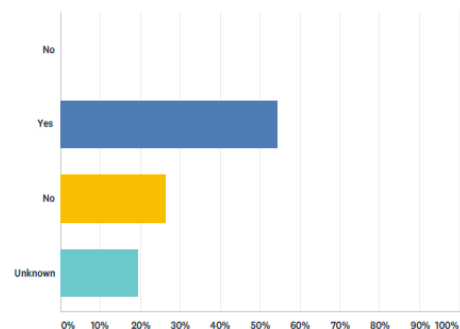
Answered: 124 Skipped: 167



DPS 2018 K-12 School Safety Survey – Question 24

Q26 Are the anonymous reporting tools monitored 24/7?

Answered: 118 Skipped: 173



DPS 2018 K-12 School Safety Survey – Question 26

The MIAC is also home to Missouri's School Violence Tip Line, also known as Courage 2 Report (C2R). The tip-line is monitored 24/7 to quickly triage threats and tips and bring intervention and prevention resources to bear.

Missouri has the unique ability to instantly contact every school district, charter school, and private/parochial school instantly via recorded phone call, text message, and e-mail, via the Missouri School Alert Network. The Alert Network is a critical part of the information sharing framework supporting school safety in Missouri.

Gaps and Challenges

Missouri does not have a formally recognized state-level school safety coordination center or state school safety coordinator. Multiple states have gone to this model to facilitate the rapid sharing of information. Additionally, many states have state-level school safety advisory councils that support and guide the activities of the school safety coordination center.

Internally, staff and students alike frequently cite a lack of school safety-related communication with teachers or administrators as a source of frustration and concern. From the disposition of disciplinary referrals to pending legal matters and potential dangers, a lack of communication creates uncertainty. Students confirm that the 'rumor mill' is often the primary source of communication they receive and that a perceived lack of follow-up impedes information sharing. Students acknowledged that there may be legal restrictions on sharing personal information.

Task Force testimony from teens indicates they prefer timely school safety information directly from teachers or administrators in their schools. Contrary to the conventional wisdom of many consultants, students expressed little appetite for Apps which take up screen space on their portable devices and are infrequently used, instead preferring hyperlinks embedded in their preferred social media platforms like Instagram or SnapChat. The concept of a student lead Student School Safety Advisory Council was suggested by students, to engage students in the school safety conversation. These councils, under the leadership of the local school board, will help facilitate the sharing of information between students and staff.

Schools across the state are working to bridge the communication gap with varying methods and degrees of success that are still to be determined. The "Virginia Model" of behavioral risk assessment was held up as a model in no small part because it facilitates internal communication. Testimony confirmed many stakeholders are unaware of the volume of evidenced-based best practices, training and resources available to them, much of it free of charge, at the state level.

Externally, informational silos abound, often along organizational lines, which result in efforts being duplicated across multiple agencies with related missions. After-action reports from Columbine to Parkland indicate that communication breakdowns were the norm rather than the exception.

B. Mental Health/Behavioral Risk

Background

Mental health issues and mental health care are consistent themes from the local to the national level. Schools report mental health-related problems increasing annually, without a corresponding increase in available mental health resources. Many communities and schools lack high-quality treatment for children and adolescents.

Although the presence of a mental illness may not be directly correlated to violence, trends with respect to youth mental illness are of great concern.

There is an urgent need to for effective prevention interventions and the ability to identify youth at-risk for mental illness in schools to connect them with needed treatment and services.

Comprehensive school-based mental health systems (CSMHS) are school-community partnerships that provide a continuum of mental health that support students, families, and the school community.

“Thirteen percent of youth aged 8-15 live with mental illness severe enough to cause significant impairment in their day-to-day lives. This figure jumps to 21 percent in youth aged 13-18. Half of all lifetime cases of mental illness begin by age 14 and three quarters by age 24. Early identification and intervention improve outcomes for children, before these conditions become far more serious, more costly and difficult to treat. Despite the availability of effective treatment, there are average delays of 8 to 10 years between the onset of symptoms and intervention—critical developmental years in the life of a child.” – American Academy of Child and Adolescent Psychiatry, “Improving Lives, Avoiding Tragedy”, 2013.

Integrating Mental Health, Primary Care, Family Services and Court-Ordered Treatment

Students often come to school with multiple complex health, mental health, and social service needs. Schools can play an important role in cultivating healthy environments to prevent and mitigate mental health conditions. Developing and promoting models in which mental health are integrated into school and pediatric settings can help identify those in need of treatment and help them gain access. In general, the most successful integration programs include buy-in from committed leaders and are characterized by effective communication and collaboration among the care team.

Prevention and Early Intervention Programs to Divert Youth from the Justice System

Services to address mental health conditions and divert youth from the juvenile justice system have an essential role. These may include: substance abuse, social skill development, academic support, and mentoring.

Ensuring that at-risk youth receive timely and appropriate prevention and early intervention services is highly recommended as a best practice.

Using Suspicious Activity Reporting and Threat Assessments to Enhance School Safety

Studies have shown that, prior to incidents, most students either told someone about their plans or engaged in behavior that caused others to be concerned.

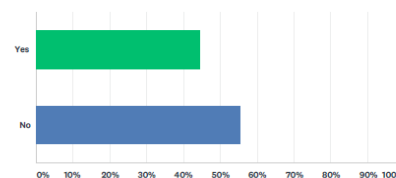
Before the Parkland shooting, multiple reports were received about the shooter's concerning behavior. How they were processed, evaluated and acted upon remains under review, but there is ample evidence to suggest that the individual was a potential threat and worthy of being assessed as such.

The Virginia school threat-assessment model is a team-based, three step process involving teachers, administrators, and key outside stakeholders such as law enforcement when appropriate, who know and interact with students on a day-to-day basis. The team identifies students of concern based upon their personal, first-hand knowledge, gathers information about their behavior and circumstances to assess whether they pose a risk of harm to themselves or the school community, and develops a management plan to mitigate that risk. The ultimate goal of a threat assessment team is to evaluate risk and implement evidence-based intervention strategies to address concerns.

Gaps and Challenges

There is no designated lead agency to coordinate and synchronize mental health, behavioral risk, trauma informed care, and other programs related to school safety.

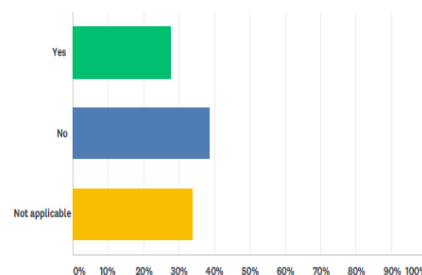
School Safety Survey
Q20 Do all schools in your district have a formal behavioral risk assessment team?
Answered: 238 Skipped: 53



DPS 2018 K-12 School Safety Survey – Question 20

Q22 Has there been an occasion the behavioral risk assessment team was utilized?

Answered: 225 Skipped: 66



DPS 2018 K-12 School Safety Survey – Question 22

Youth mental health provider shortages, as well as difficulty recruiting and retaining these professionals throughout the state, present challenges to schools and communities. In the absence of health care providers, teachers and administrators are frequently pressed into mental health service for which they are not prepared. Relatively simple training in Youth Mental Health First-Aid can better equip them for these circumstances.

Unique factors influence youth mental health and can sometimes delay treatment referrals and interventions. These factors include parent/caregiver consent for treatment, differentiation between normal child development and growing mental health concerns, family influence on youth mental health and functioning, readiness for change, ability and willingness participate in mental health treatment and availability during the school day. In addition, it must always be considered that this group, as a whole and individually, is experiencing significant and rapid social, emotional, cognitive and physical development.

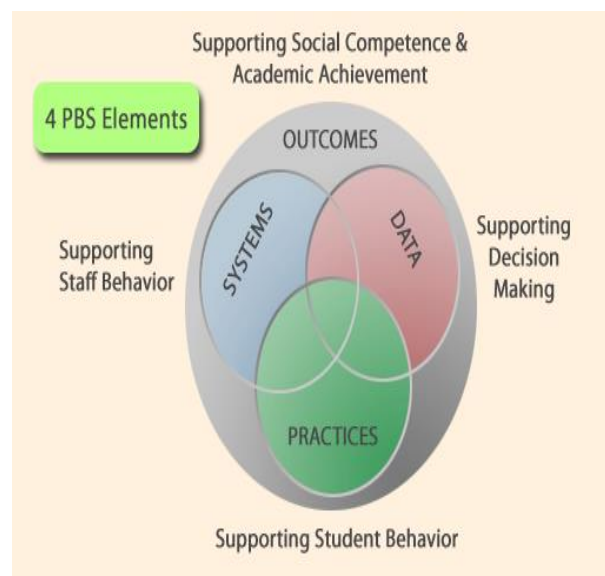
C. School Climate & School Culture

Background

School climate is the quality of relationships among students, staff, and teachers. It is determined by local customs and factors that may be unique to a specific geographic location, and may differ between rural and urban schools. The White House Federal Commission report stresses the importance of improving school climate, providing positive behavioral interventions and supports, and fostering social and emotional learning.

Strengths and Best Practices

Successful school climate programs such as Positive Behaviors Interventions and Supports (PBIS) or similar initiatives, encourage kindness, empathy and character, both in school and beyond. Several Missouri schools presented evidence of school climate programs improving grades while also reducing absenteeism, bullying, fights, and parent complaints. Additionally, successful programs are increasingly 'Trauma Informed', meaning they make a conscious effort to consider the real and potential role of trauma in human behavior.



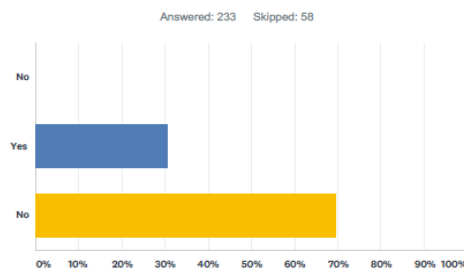
Gaps and Challenges

Though there are numerous programs supporting positive school climates, state data suggests many Missouri schools have not implemented a formal program in support of a positive school culture.

The preponderance of schools desire positive student-teacher interactions, a safe environment where students feel connected, parental involvement, and increased teacher interaction, yet few have taken steps to cultivate them. These and other outcomes relating to school safety are not coincidental, but rather come as a result of focused effort and specific training on topics such as positive behavior supports and trauma informed responses.

In 2016, Missouri enacted the Trauma-Informed Schools Initiative, requiring DESE, DMH, and DSS to provide information and training on the trauma-informed approach to all school districts. There is no requirement for Missouri schools to be trauma informed.

Q30 Does your district have a formal school climate/school culture program?



DPS 2018 K-12 School Safety Survey – Question 30

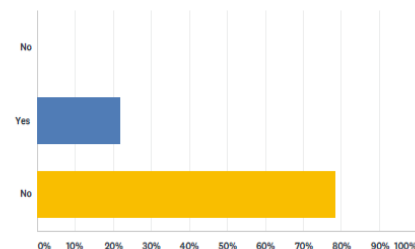
D. Emergency Operations Plans

Background

Emergency planning is critical to ensuring a school is capable of protecting its students, faculty, and staff, and this planning should be manifested in a written Emergency Operations Plan (EOP) that is shared with law enforcement and first responders, as well as with parents and community leaders as appropriate. EOPs should cover emergency scenarios from the time a student steps on the bus until the last extracurricular activity or sporting event is completed, and serves as a guide to students, staff and emergency responders.

Q4 Does your district use a tool such as Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA Center Emergency Operations Plan (EOP) assessment tool to ensure schools have high quality EOPs?

Answered: 244 Skipped: 47



DPS 2018 K-12 School Safety Survey – Question 4

Strengths and Best Practices

Effective EOPs are viewed as living and breathing documents that are continually updated based upon threats, capabilities, new technologies and personnel. High Quality EOPs will also reflect National

Incident Management System (NIMS) and Incident Command System (ICS) methodologies.

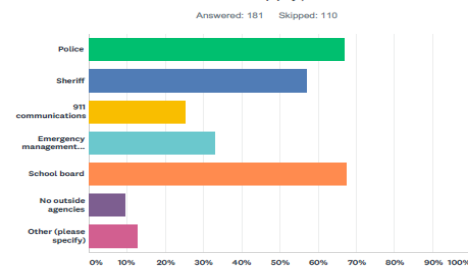
Given the very nature of these plans, there is frequently an internal struggle about whom plans should be shared with and to what extent. Current trends and data suggest that emergency operations plans need to be shared, with teachers and staff, emergency personnel, local law enforcement and first responders.

The most effective high quality EOPs are those that are frequently tested and evaluated, then changed, revised, and updated based upon the testing and drills.

Gaps and Challenges

State law mandates all schools to have an EOP, but it does not mandate sharing that plan with law enforcement, first responders or others. The continuum of sharing EOPs is bookended by two options: sharing with no one, and sharing with everyone. Neither extreme is ideal, but most Missouri schools err on the side of not sharing enough and end up having what may be an effective response plan for a particular situation, but because the plan was not shared appropriately, teachers and staff may not know how to implement it and law enforcement and first responders lack the knowledge to efficiently coordinate a mutual response.

Q6 With whom do schools in your district share their EOPs? (Select all that apply)



DPS 2018 K-12 School Safety Survey – Question 6

Few schools use formal evaluation criteria to analyze their EOPs and ensure they meet the defined standards of a high-quality plan. Earning the designation of a high-quality plan does not guarantee that it will be effectively implemented absent appropriate sharing of information, testing and revisions, but it does ensure the plan is thoughtfully constructed and considered to cover a variety of potential threats.

Where EOPs fall under the Missouri Sunshine Law has been, and likely will continue to be, a source of debate. Whether or not school EOPs are a public record under the Sunshine Law should not be a matter of interpretation, but rather should be explicit.

Emergency Operations Planning has become its own business model, and the market is continually growing. In and of itself, this is not a bad thing as many companies and consultants provide invaluable assistance. However, because of the size of the market, and because teachers and administrators are in the business of teaching children, it can be very difficult for schools to determine what companies and products are helpful and reputable, and which are not.

E. Physical Security/Technology and Safety Assessments/Audits

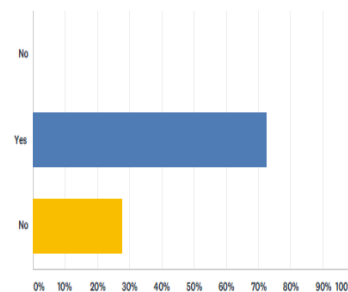
Background

Physical security is currently receiving the preponderance of focus in the national discussion relating to school safety. This is logical in the wake of school shootings where the lack, or break down, of physical security played a role in enabling violence. The assessment of school's physical security through a standardized methodology can help to identify the vulnerabilities in a school, and can be used to further strengthen a school's defense against an active shooter or other risk.

Crime Prevention Through Environmental Design (CPTED) is a promising best practice which is embraced and promoted by the National Association of School Resource Officers (NASRO), and any physical security safety assessment should take into account some of the CPTED principals which help promote safer buildings.

Q8 Have physical security site assessments been conducted of school buildings in your district?

Answered: 247 Skipped: 44



DPS 2018 K-12 School Safety Survey – Question 8

Strengths and Best Practices

Physical security helps make schools safer when those physical security measures are developed and undertaken as a result of on-site and campus assessments including specific risks and vulnerabilities. Some states have embraced the idea of pouring money into physical security and technology only to realize that these funds are often utilized inefficiently unless a thorough assessment is done in advance which defines and articulates the risks faced, and then invests available resources to mitigate those risks.

Numerous schools use hazard and risk assessment teams to identify specific threats and vulnerabilities. When physical security and technology improvements are driven by data from assessments, then students and staff at schools are safer from threats ranging from an active shooter to weather and natural disasters.

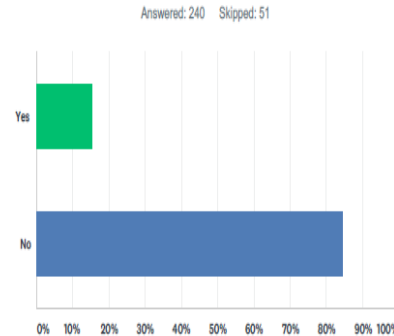
Gaps and Challenges

Currently, there is no available standard evaluation criteria for school safety-related technology, products, and services. This often leaves school administrators at the mercy of the slickest sales pitch and ill-equipped to do a meaningful assessment to find the right procurement choice.

While many schools have conducted security site assessments in their buildings, there is not a standard template being used. Information provided at public hearings suggests that physical security is being evaluated with the potential for an active shooter from the outside as the most likely threat. Cybersecurity risks, insider threats, evacuation and sheltering should also be evaluated.

An accurate physical security site assessment involves first identifying risks and vulnerabilities facing the school. However, it appears more than 80 percent of Missouri schools surveyed endeavored to conduct site assessments in the absence of identifying specific hazards and risks.

Q11 Has the district conducted a vulnerability or hazards risk assessments for each school similar to the DHS vulnerability risk assessment matrix? (To access this resource in the Homeland Security Information Network, enter the portal as a guest. You will have full access and the ability to download the matrix and users guide.)



DPS 2018 K-12 School Safety Survey – Question 11

F. Training & Drills

Background, Strengths, and Best Practices Already in Place

Effective training is critical to school safety. Effective training involves the right personnel in realistic situations and must include performance feedback. All training, whether in athletics, the military, or law enforcement, ideally follows a documented and tracked crawl-walk-run progression. In the crawl phase, personnel are instructed on their responsibilities in response to simple scenarios, then these responses are practiced to proficiency. In the walk phase, additional variables and/or timeline reduction adds complexity. In the run phase, events should occur in real-time with multiple variables. In every phase, individual and collective responses must be honestly and candidly evaluated, with the expectation deficiencies are corrected in subsequent exercises.

The most efficient and effective training relating to school safety includes input and participation from appropriate emergency responders, administration, staff and students.

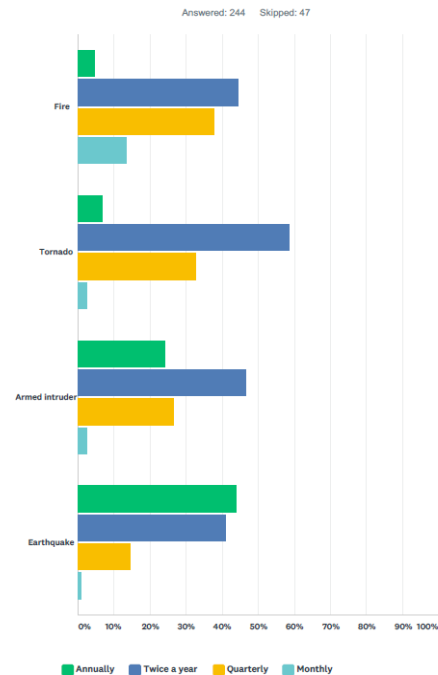
Gaps and Challenges

There is no comprehensive school safety training catalog, listing offerings across all state departments and programs or organizations. As a result, efforts are often duplicated. In some instances, instruction given by one organization is directly at odds with policy or that of another partner.

Missouri does not have a set of standards for conducting drills and exercises. Schools have seen law enforcement utilize simulated gunfire with frangible ammo in drills, without advanced notice to participants, on more than one occasion.

Often drills are conducted without a clear understanding by all parties involved of what is being tested or evaluated, and little to no documentation of the results to help correct deficiencies.

Q7 What types of drills does your district routinely conduct? (Select all that apply)



DPS 2018 K-12 School Safety Survey – Question 7

G. School Resource Officer (SRO) and Safety Coordinator Programs

Background

DESE requires a school safety coordinator in every school, to provide support to school administrators and school boards on school safety issues. Additionally, Missouri law establishes the training and certification requirements for armed School Resource Officers (SROs) and armed School Protection Officers (SPOs) for schools that choose to have them. These men and women are critical to school safety for the relationships they develop with students and because of their role as a conduit to emergency response.



Role of an SRO Program

Strengths and Best Practices

School districts that most effectively employ SROs have them in every building and incorporate them into training development, risk assessment, and threat assessment while understanding that SROs also have an influence far beyond their law enforcement capabilities. The Missouri Center for Education Safety has established training and ongoing professional development criteria for both SROs and SPOs and provides regional and annual training for school safety coordinators, SROs and SPOs.

Gaps and Challenges

A) SRO Programs:

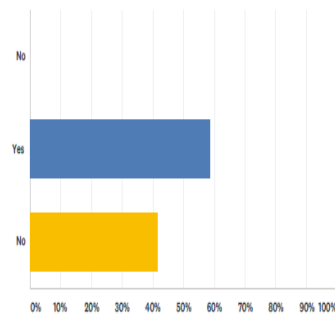
While many school districts have a school resources officer dedicated either full-time or part-time for individual campuses, a significant number do not. Of those who do have SROs in their schools, many do not utilize MOUs with law enforcement agencies to govern the relationship between SROs and the district.

SRO funding is a challenge for many communities. Typically, one of three models is used: 1) Law enforcement funds the position(s); 2) The position is jointly funded between law enforcement agencies and school districts; 3) The school district funds 100% of the cost of the SRO program. Funding decisions are made entirely at the district level as Missouri does not provide funding for SRO programs in individual school districts.

Based upon testimony, timely information is not shared across the SRO universe. While mechanisms exist to communicate information to SROs, the mechanisms are unreliable. Based on this apparent gap, CES has already started to disseminate a weekly school safety update to law enforcement including SROs.

Q12 Do schools in your district have a school resource officer (SRO), school marshal, or school security?

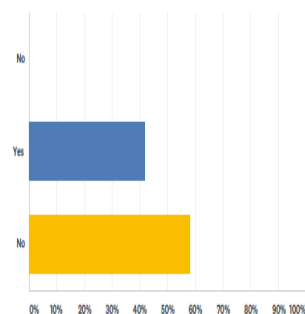
Answered: 244 Skipped: 47



DPS 2018 K-12 School Safety Survey –

Q14 If they are not district employees, do the schools or district have a formal MOU with local law enforcement to provide an SRO?

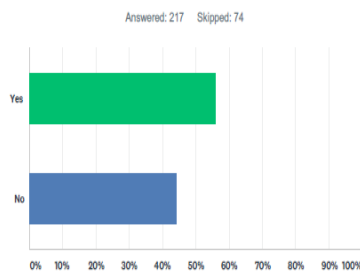
Answered: 170 Skipped: 121



DPS 2018 K-12 School Safety Survey –

B) School Protection Officer (SPO) Program

Q18 Do you require each safety coordinator to receive initial training?



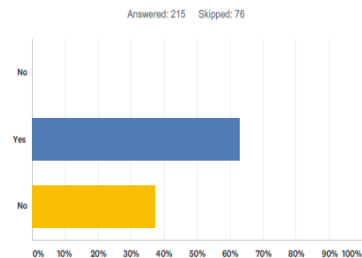
DPS 2018 K-12 School Safety Survey – question 18

Established by statute in 2018, the SPO program allows schools to choose to arm staff that meet specific training requirements. This program is completely voluntary and up to each school and governing body. To date, few schools have implemented this program.

C) School Safety Coordinator Programs:

At present, DESE's MSIP guidelines state that every school district should have a school safety coordinator in place. However, there is no language in the guidelines which defines the job duties, roles, training, or expectations for this position. The amount of effort assigned staff put into this role varies greatly from district to district as does the amount of initial and ongoing training.

Q19 Do you require each safety coordinator to receive on-going safety related training?



DPS 2018 K-12 School Safety Survey – question 19

H. Access to Grants and Funding Opportunities for School Safety

Background

Funding school safety does not equal safe schools. However, a minimum threshold level of funding at the state and local level to support basic school safety programs is critical. There is no national/federal school safety funding program currently in place, and federal grant programs supporting school safety are fragmented and inconsistent.

Over half of all states have a formal state-level school safety center. Ultimately, every school is responsible for their individual safety efforts, but a statewide school safety center with robust information sharing, training, technical support, and other capabilities provides a depth and breadth of resources and expertise to better prepare individual schools and districts. There is no consistency on how state level school safety centers are funded, and Missouri's current Center for Education

Safety funding has been minimal since its inception as a public/private partnership between the Department of Public Safety and the Missouri School Boards' Association in 2010.

Local schools likewise do not have a consistent school safety-related funding methodology. Larger and more affluent schools might be able to afford a professional grant writing staff, but smaller and less affluent schools struggle to even apply for basic school safety-related grants and other funding opportunities.

Strengths and Best Practices

State legislatures across the country are appropriating millions of dollars to fund a variety of school safety initiatives, in amounts ranging from \$400 million in Florida to \$300,000 in Missouri. The most effective efforts come through cooperative state and local efforts to support prevention, mitigation, preparedness, response and recovery efforts. These efforts are best focused to consistently and uniformly support local schools through a state level school safety center.

Gaps and Challenges

In Missouri, grants for school safety are often not coordinated between state agencies and no organization has been designated to lead these coordination efforts. As a result, departments are often pursuing similar goals via different avenues and absent coordination with one another.

The existing statewide school safety center does not have the staff or resources to effectively compete for federal grants, nor be a conduit of information and/or resources to local schools so that they might be able to competitively apply for federal grants related to school safety.

I. Legal – Statutory Constraints on School Safety

Background

A consistent theme at every outreach session was the impact of federal regulations on school safety. Both the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) were cited as frequent impediments because of real or misperceived limits on sharing personal information with appropriate personnel, even if that information was critical to school safety.

Gaps and Challenges

Due to an expressed fear of violation of these federal regulations, most school districts have chosen to play it as safe as possible, erring on the side of not sharing information rather than sharing too much.

The real impact of these laws on preventing information sharing that could have prevented an attack or act of violence is unknown. However, the lack of practical knowledge on what can and cannot be shared is concerning, not just from the perspective of a student harming other students, but also a student harming themselves.

J. Cybersecurity & Risk

Background, Strengths and Best Practices

One of the most significant ways schools have changed from the past has been via the massive infusion of technology. K-12 schools are increasingly reliant on technology and sophisticated IT systems for teaching, learning and school operations. Across the nation, local K-12 schools are reported to have the least mature cybersecurity risk management practices of any state, local, tribal, or territorial government agency. Data suggests that many K-12 information technology leaders need to take additional steps to secure their networks and data.

Gaps and Challenges

Missouri schools appear to be in line with the rest of the nation. Recent audits of Missouri schools' IT programs found multiple deficiencies in multiple areas in a limited sampling.

K. Other

1. Effects of Press Coverage of Mass Shootings

Background, Strengths and Best Practices

Press coverage of school shootings is sensational. This sensational coverage exacerbates trauma of those affected and perpetuates additional school shootings. Research has determined most shooters desire fame, have a fascination with other mass shooters, and view their actions as a competition of sorts in which they seek to beat their predecessors by leaving even more carnage in their wake.

Social media only amplifies this problem. In the absence of traditional journalistic tools—like editorial discretion—social media allows for the wide dissemination of information, where nearly every individual can be a contributor and a consumer (including would-be shooters).

Public testimony in one or more of the outreach sessions also supported measured media coverage of school violence, such as not identifying the perpetrator, in the belief that not giving them notoriety would discourage future acts of violence in our schools.

Gaps and Challenges

Government does not control the press, nor should it. The First Amendment is not suspended because of school violence. Schools, emergency responders, and law enforcement officials have to adapt to the modern reality through effective crisis communication, training, and mitigating the effect reporting has on encouraging future attacks.

2. Sexual Predators in Schools & Expanded Background Checks for School Staff, Volunteers, and Others

Background, Strengths, and Best Practices

Sexual predators can be found in a variety of settings, including holding trusted positions in our schools. Data from a 2010 Government Accountability Report showing that on average, an offending teacher can be transferred to three different schools before he or she is reported to the police. In Missouri during the 2017-2018 school year, 15 school staff (14 male, 1 female) were arrested, charged, and convicted of criminal sexual activity. In the 2018-2019 school year, that number held steady with 15 individuals (11 male, 4 female) similarly charged.

Missouri statutes expressly prohibit school districts from offering employment to prospective hires without fully researching the individual's complete work history in other school districts. Additionally, Missouri statutes mandate full disclosure between districts regarding former employees when requested, specifically regarding confirmed violations of a board policy related to abusive behavior toward a student.

Beginning with the 2020-21 school year, school districts will be required to provide "trauma-informed, developmentally-appropriate sexual abuse training to students in all grades not lower than sixth grade." This part of the statutes requires school districts to provide students with the knowledge and tools to recognize sexual abuse, report an incident of sexual abuse; actions that a student who is a victim of sexual abuse can take to obtain assistance and intervention; and available resources for students affected by sexual abuse.

CES staff have conducted extensive research on sexual predators, including interviewing incarcerated perpetrators and their victims, to produce effective training for school staffs.

Gaps and Challenges

Multiple superintendents voiced concerns that offering training is all but admitting a problem. This mindset is not conducive to prevention or investigating concerns. District and state-level actions must be careful to consider ancillary services such as food delivery, school picture/yearbook companies, and others who have a legitimate and important role on school property at specific times, to ensure their policies do not inadvertently prohibit them.

3. Schools as Public Polling Places

Background, Strengths and Best Practices

Multiple districts expressed concerns with Missouri's 1977 statutes mandating tax-supported public buildings be made available as polling places. In some schools on election days buildings are open to the public and create a potential risk. This situation is not unique to Missouri, and has been highlighted in other states such as New Hampshire and New Jersey.

Gaps and Challenges

Missouri statutes require public buildings to be available to serve as polling places. While many districts have worked with election boards to address concerns and mitigate risks, others have not been able to do so.

4. Responsible Gun Ownership & Gun Storage

Background

Firearms, in and of themselves, do not cause violent attacks. Discussions relating to firearms can be polarizing and elicit emotional responses from all sides, but all testimony to the Task Force was focused and diplomatic. At each of the outreach sessions testimony was given advocating responsible gun ownership and safely storing weapons. Data referenced during testimony indicates most firearms used in school attacks come from the shooters' own homes, or homes of friends and family.

The existing school safety program promotes the 12 Things program originally adopted by the National Crime Prevention Council, which includes responsible gun ownership and storage in both the 12 Things for Parents and 12 Things for Students sections.

Conclusion

Missouri schools are, overwhelmingly, very safe places for children to learn and grow. Schools across the state are aware of their responsibilities to educate and protect and are taking actions to do both better. This is an ongoing and continual process, for which there cannot be a definitive end.

The School Safety Task Force acknowledges this report is in many ways a two-dimensional picture of school safety in Missouri, with one dimension being the past and the other the present. Both are important and both point toward the future where threats to school safety will continue to evolve and change as will the preparations and capabilities to meet them. As such, the efforts of the Task Force, from April 4th until now, represent a first step in what should be an ongoing process to critically evaluate school safety capabilities across Missouri.

The recommendations contained in this report come as a result of extensive debate amongst a broad range of stakeholders. Some are simple to implement. Others are more complicated. All are intended to bring about substantive improvements to school safety.

The Task Force recognizes collecting accurate data is vital to monitoring school safety progress, and acknowledges that methodologies for collecting necessary data may need improvement as part of on-going planning and evaluation.

Finally, the Task Force would like to acknowledge Governor Parson's leadership on this important issue. It is no small thing to empower a group to take a critical look at school safety across the state, and the governor's willingness to do so, is a credit to his commitment to education in Missouri.

Strategic Plan

The Strategic Plan for school safety, which was developed by the Task Force, based on both public and subject matter expert input, and aligned along this report's Focus Areas, is herein incorporated by reference.

Appendixes

In order to keep the report concise and focused, related relevant information is being provided via appendixes to this Report, and herein incorporated by reference:

- A – School Safety Glossary
- B - School Safety Resources for Missouri K-12 Schools
- C – Missouri School Safety Program Historical Overview
- D - White House Commission Suggestions for States and Local Government
- E- List of White House Commission Federal Resources

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Missouri Governor's School Safety Task Force



Missouri School Safety Strategic Plan

July 31, 2019

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Missouri School Safety Strategic Plan

Pursuant to EXECUTIVE ORDER 19-04, establishing a Missouri School Safety Task Force and a requirement for the Task Force to submit a plan for school safety across Missouri, the following is the Task Force’s “Missouri School Safety Strategic Plan.”

PREAMBLE:

School safety in Missouri is not the sole responsibility of any single government organization or other entity. It is the collective responsibility of a network of stakeholders at the state and local level working together to form a broad school safety alliance. This strategic plan is an effort to ensure all K-12 schools in Missouri are as safe as possible by identifying resources at their disposal and recommending basic preparedness actions.

The term ‘school,’ as used in this strategic plan, includes school districts, charter schools, private and parochial schools.

MISSION

It is the mission of this strategic plan to provide all Missouri schools recommendations for basic school safety planning, as well as a list of resources available to all, to better ensure the safety and security of school children via preparedness, prevention, mitigation, response and recovery.

CORE PRINCIPLES:

Teaching and learning occurs best in safe and secure environments.

School safety is a collaborative effort that requires community engagement including emergency responders, emergency medical services, public and mental health professionals, parents and students.

The collective school safety stakeholder alliance provides resources to foster learning for all students.

BACKGROUND AND METHODOLOGY

The Federal Commission on School Safety report is laid out in an easy-to-follow and logical manner based upon specific focus areas. This strategic plan follows those focus areas while adding several not covered in the federal report.

Additional background information is contained in the Task Force Report and related appendixes.

There is no formalized governance or coordination structure for Missouri's overall school safety program. There is a Missouri Center for Education Safety (CES) which was established in consultation with the Governor's Homeland Security Advisory Council in 2010, and which is a public/private partnership between the Missouri Department of Public Safety and the Missouri School Boards' Association. CES attempts to promote school safety statewide, and currently supported by a CES Advisory Committee.

GOAL

The goal of this strategic plan is to provide to state and local leaders a roadmap for school safety in Missouri and ensure barriers to safety are eliminated, allowing every child in a K-12 school in Missouri to reach their full potential through a quality education.

FOCUS AREAS

A: Communications & Information Sharing

OBJECTIVE

The objective of the Communications and Information Sharing focus area is to promote timely bidirectional exchange of information to support a safe and secure learning environment. Parents, students, communities, law enforcement and leaders are part of an effective communication strategy. Information shared accurately, effectively and efficiently facilitates good decision making, which promotes school safety.

IMPLEMENTATION STRATEGY (Recommendations)

State of Missouri:

1. Designate a state level school safety coordinator to harmonize school safety efforts among state departments. This may be an existing entity such as CES. A state level school safety advisory council should be considered to support these efforts.
2. Promote Missouri's Courage 2 Report tip-line, housed in the Missouri Information Analysis Center, for 24/7 threat and tip collection, triage, and disseminating information.

Local Schools/Communities:

1. Participate in information sharing programs such as regional training, annual conferences, weekly school safety updates, and the Missouri Alert Network.

2. Establish a student-led Student School Safety Advisory Council to provide input and facilitation communication between students and staff.
3. Promote and utilize the Courage 2 Report tip-line to students as a safe way to report threats and tips and ensure they are taken seriously.

OUTPUTS (Measurements)

1. Establishment of a state level school safety coordinator to harmonize school safety efforts across state agencies.
2. Number of tips received annually via Courage 2 Report.
3. Number of referrals from Courage 2 Report to schools, local law enforcement, and other community support organizations such as mental health.

RESOURCES - See Section A of “Annex A – Missouri School Safety Resource.”

B. Mental Health/Behavioral Risk

OBJECTIVE

The objective of the Mental Health/Behavioral Risk focus area is to better ensure evidence-based mental health and behavioral risk programs are in place and available to students and families in need of these services.

IMPLEMENTATION STRATEGY (Recommendations)

State of Missouri:

1. Designate a lead state agency to synchronize mental health, behavioral risk, and other related programs across state agencies.
2. Promote Youth Mental Health First Aid training for stakeholders within and outside state government.
3. Promote Behavioral Risk Assessment Team training for stakeholders within and outside state government.

Local Schools/Communities:

1. Have staff trained in Youth Mental Health First Aid and Behavioral Risk Assessment.
2. Utilize Behavioral Risk Assessment Teams.

OUTPUTS (Measurements)

1. Designated lead to synchronize mental health, behavioral risk and other related programs across state agencies.
2. Percentage of schools having staff member(s) trained in Youth Mental Health First Aid.
3. Percentage of local schools having staff member(s) trained in behavioral risk assessment.
4. Percentage of local schools with behavioral risk assessment teams.

RESOURCES - See Section B of “Annex A – Missouri School Safety Resources.”

C. School Climate & School Culture

OBJECTIVE

The objective of the School Climate/School Culture focus area is to facilitate evidence-based school climate programs, such as the Positive Behaviors Intervention Support (PBIS), Trauma-Informed Restorative Justice, or similar initiatives, to encourage kindness, empathy and character, both in school and beyond.

IMPLEMENTATION STRATEGY (Recommendations)

State of Missouri

1. Encourage K-12 schools to implement an evidence-based school climate program such as Positive Behaviors Intervention Support (PBIS) or a comparable program.
2. Encourage K-12 schools to implement appropriate Trauma-Informed programs supported by trained staff.

Local Schools/Communities

1. Utilize trauma-informed practices to improve school climate.
2. Implement a formal program, such as Positive Behaviors Intervention Support or a similar program, to improve school climate. Such a program should include: positive teacher-student interactions, creating an environment where students feel safe, consistent behavior expectations and consequences, parental and community involvement, and expectations for learning.

OUTPUTS (Measurements)

1. Percentage of schools using trauma informed practices to improve school climate.
2. Percentage of schools with a formal school climate/school culture program.

RESOURCES - See Section C of “Annex A – Missouri School Safety Resources.”

D. Emergency Operations Plans

OBJECTIVE

The objective of the Emergency Operations Plan (EOP) focus area is to ensure every school has a high quality emergency operations plan in place to serve as a guide to staff and students on how they should respond to a myriad of potential threats. These high quality emergency operations plans also provide critical information to law enforcement and first responders, as well as parents and community leaders as appropriate.

IMPLEMENTATION STRATEGY (Recommendations)

State of Missouri

1. Encourage all schools to have high quality emergency operations plans in place.
2. Require all schools to share relevant parts of their EOPs with local law enforcement and first responders.
3. Permanently establish Sunshine Law protection for school EOPs under the Homeland Security exemption.

Local Schools/Communities

1. Have a high quality emergency operations plan in place.
2. Evaluate EOPs via nationally accepted evaluation methodologies such as EOP Assess and EOP Evaluate.
3. Update EOPs at the start of the new school year and ensure staff are trained on these updates. Special attention should be given to updating emergency contacts in EOPs.
4. Share relevant parts of EOPs with local law enforcement and first responders.
5. Conduct at least two drills annually to test EOPs. One drill should be an active shooter drill as required by state law. Additional drill(s) should be on different aspects of the

EOP. All drills should include first responders and law enforcement, and must be documented.

OUTPUTS (Measurements)

1. Percentage of K-12 schools having a high quality emergency operations plan in place.
2. Percentage of schools evaluating their EOP via nationally accepted evaluation standards.
3. Percentage of schools devoting professional development/all-staff training each year to EOP updates.
4. Percentage of schools sharing EOPs with local law enforcement and first responders.
5. Percentage of schools having conducted and documented two or more annual drills to test their EOPs.

RESOURCES - See Section D of “Annex A – Missouri School Safety Resources.”

E. Physical Security, Technology and Safety Assessments

OBJECTIVE

The objective of Physical Security, Technology and Safety Assessments focus area is to ensure schools utilize physical security and technology to address onsite and campus risks and vulnerabilities identified via risk assessment teams. When physical security and technology improvements are driven by data from assessments, students and staff are safer from threats ranging from an active shooter to weather and natural disasters.

IMPLEMENTATION STRATEGY (Recommendations)

State of Missouri

1. Establish standards and templates to evaluate physical security technology products, tools, services, and training to help schools make wise procurement decisions.
2. Encourage schools to create and utilize physical security/risk assessment teams to identify vulnerabilities and risks to be addressed through physical security and technology.

Local Schools/Communities

1. Utilize established evaluation methodologies to evaluate physical security, technology, tools, services, and training prior to procurements.

2. Establish and utilize physical security/risk assessment teams to identify specific vulnerabilities and risks that can be mitigated through physical security or technology.
3. Utilize performance-based best practice clauses in procurement proposals.

OUTPUTS (Measurements)

1. Percentage of schools using established evaluation methodologies in advance of physical security and technology procurements.
2. Percentage of schools utilizing physical security/risk assessment teams to conduct safety assessments on at least an annual basis.

RESOURCES - See Section E of “Annex A – Missouri School Safety Resources.”

F. Training & Drills

OBJECTIVE

The objective of the Training & Drills focus area is to facilitate a systematic approach to ensure schools, first responders, and law enforcement personnel have both the theoretical and practical skills to respond to a broad range of school safety and emergency situations beyond active shooter, fire, tornado and earthquake. A systematic approach includes planning, documentation, evaluation and correction. Training and drills validate existing EOPs, identify gaps and weakness, and illuminate necessary improvements.

IMPLEMENTATION STRATEGY (Recommendations)

State of Missouri

1. Create and maintain a catalog and calendar of available school safety-related training across state and federal programs.
2. Synchronize school safety-related training programs to reduce duplication and make school safety training more efficient statewide.
3. Make available templates for training, planning and documentation.
4. Coordinate an annual statewide school safety conference as well as regional training to equip schools for a systematic approach to training and drills.

Schools/Local Communities

1. Utilize a single catalog and calendar of available school safety related training across state and federal school safety related programs.
2. Explore creative new approaches to training and drills in support of staff professional development.
3. Document training and drills via standardized methodology. This documentation should be kept for a minimum of 5 years, but in accordance with state and federal law.

OUTPUTS (Measurements)

1. Number of trainings offered annually via a centralized training catalog and calendar.
2. Percentage of schools participating in regional School Safety Coordinator Training.
3. Percentage of schools participating in annual Safe Schools & Colleges Conference.
4. Percentage of schools documenting training and drills via standardized methodology.
5. Percentage of schools performing and documenting two or more drills annually.

RESOURCES - See **Section F** of “**Annex A – Missouri School Safety Resources.**”

G. SRO/School Safety Coordinator Programs

OBJECTIVE

The objective of the SRO/School Safety Coordinator Programs focus area is to ensure every school has a designated, trained and competent school safety coordinator to provide guidance on school safety-related training, drills, physical security, and other school safety-related decisions. Additionally, where economically feasible and embraced by local governance, schools should have the benefit of an armed School Resource Officer (SRO) or an armed School Protection Officer (SPO) in every school to provide an immediate response in the event of an active shooter situation. Missouri statutes authorize schools to choose to arm staff.

IMPLEMENTATION STRATEGY (Recommendations)

State of Missouri

1. Formally establish responsibilities and duties for school safety coordinators.
2. Promote synchronized training, drills, and information sharing between school safety coordinators, SROs and SPOs.

3. Promote Crisis Intervention Team (CIT) training for school safety coordinators, SROs and SPOs.
4. Promote behavioral risk, mental health first aid, and trauma-informed training for school safety coordinators, SROs and SPOs.

Local Schools/Communities

1. Ensure school safety coordinators, SROs and SPOs are coordinating and synchronizing their efforts to protect schools and promote school safety.
2. Allow and encourage school safety coordinators, SROs and SPOs to attend training on crisis intervention teams, behavioral risk, mental health first aid, and trauma-informed approaches.
3. Use formal MOUs with SROs to govern the relationship between the district and the sponsoring law enforcement agency (LEA).
4. Where there is one or more SROs or SPOs in addition to a school safety coordinator, the collective group should avail themselves of training opportunities as a team.

OUTPUTS (Measurements)

1. Percentage of schools with an SRO or SPO on every campus.
2. Percentage of schools that have a formal MOU governing the role of SROs.
3. Percentage of schools with school safety coordinators/SROs/SPOs trained in mental health first aid, behavioral risk, or trauma-informed approaches.
4. Percentage of schools with school safety coordinators/SROs/SPOs trained in CIT.

RESOURCES - See Section G of “Annex A – Missouri School Safety Resources.”

H: Access to Grants and Funding Opportunities for School Safety

OBJECTIVE

The objective of the Access to Grants and Funding Opportunities for School Safety focus area is cooperative state and local efforts in pursuit of funding opportunities relating to school safety to better ensure schools and departments are not pursuing similar goals via different avenues and absent coordination.

IMPLEMENTATION STRATEGY (Recommendations)

State of Missouri

1. Explore designating one entity to coordinate grant applications and funding for school safety among state departments as well as inform schools of new school safety funding opportunities.
2. Encourage a cooperative approach between state and local efforts should additional funding for school safety become available.

Local Schools/Communities

1. Educate elected leadership on school safety needs based upon specific data and assessments.
2. Establish teams to pursue grant funding opportunities in support of school safety.

OUTPUTS (Measurements)

1. Number of combined state and local grant applications for school safety submitted annually.
2. Number of local school safety programs or projects funded by grants or other outside funding streams.

RESOURCES - See Section H of “Annex A – Missouri School Safety Resources.”

I. Legal – Statutory Constraints on School Safety

OBJECTIVE

The objective of the Legal – Statutory Constraints on School Safety focus area is to ensure schools understand the real constraints of state and federal statutes such as HIPAA and FERPA on their ability to share information potentially significant to school safety. Many schools are currently beholden to misperceived constraints that hinder timely sharing of important information beyond the letter and intent of the laws.

IMPLEMENTATION STRATEGY (Recommendations)

State of Missouri

1. Develop a guidance document for educating stakeholders on the real and misperceived constraints HIPAA and FERPA impose on sharing school safety-related information.

2. Track legal updates and refine HIPAA/FERPA guidance document accordingly.
3. Encourage annual training on HIPAA/FERPA and sharing school safety related information.

Local Schools/Communities

1. Take part in available training related to HIPAA and FERPA and sharing school safety-related information.
2. Ensure teachers, staff, school safety coordinators, SROs and SPOs receive annual legal training and updates.

OUTPUTS (Measurements)

1. Number of HIPAA/FERPA violations committed annually by schools.
2. Percentage of schools providing legal training related to HIPAA/FERPA and sharing school safety-related information as part of staff professional development annually.
3. Percentage of school safety coordinators, SROs, and SPOs who attend legal training related to HIPAA/FERPA and sharing school safety-related information annually.

RESOURCES - See Section I of “Annex A – Missouri School Safety Resources.”

J. Cybersecurity & Risk

OBJECTIVE

The objective of the Cybersecurity & Risk focus area is to ensure the security of digital information relating to students, their families and staff. Private personal information, as well as education records, must be protected at all times in the face of an ever-evolving spectrum of cyberthreats.

IMPLEMENTATION STRATEGY (Recommendations)

State of Missouri

1. Share emerging cybersecurity threat information with schools in a timely manner.
2. Develop a best practices guide to cybersecurity for schools.

Local Schools/Communities

1. Ensure schools are engaged in cyber threat information sharing via the school safety weekly update, the annual school safety conference, regional school safety coordinator training, and the Missouri School Safety Alert Network.
2. Designate a cybersecurity coordinator to implement best practices, develop data breach plans, and conduct cyber risk assessments.
3. Develop cybersecurity plans that complement high quality EOPs.
4. Evaluate cybersecurity plans via a recognized cyber risk evaluation methodology.
5. Make cybersecurity training a part of ongoing staff professional development.

OUTPUTS (Measurements)

1. Percentage of schools with a designated cybersecurity coordinator.
2. Percentage of schools that have a cybersecurity plan to complement their high quality EOP.
3. Percentage of schools that conduct annual cybersecurity training.
4. Percentage of schools participating in cybersecurity information sharing via the school safety weekly update, the annual school safety conference, regional school safety coordinator training, and the Missouri School Safety Alert Network.
5. Percentage of schools evaluating their cybersecurity plan via a recognized risk-evaluation methodology.

RESOURCES - See Section J of “Annex A – Missouri School Safety Resources.”

K. Other

The following items do not fall directly under the 10 school safety focus areas but came to the Task Force’s attention via public outreach sessions or other input. While they fall outside the focus areas of this strategic plan, they have a potential impact on school safety and are worthy of note. Each of the items have been considered by the Task Force in the overall report, with related resources listed in Annex A.

1. Negative Effects of Press Coverage of Mass Shootings
2. Sexual Predators in Schools & Expanded Background Checks for School Staff, Volunteers and Others

3. Schools as Public Polling Places
4. Responsible Gun Ownership & Gun Storage

(End of Strategic Plan)

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Missouri Governor's School Safety Task Force Final Report

Appendix A

School Safety Glossary

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School Safety Glossary

A Glossary & Acronym Resource for School Safety Stakeholders

1. Glossary

A

Active Shooter Incident/Active Shooter Assailant/Active Shooter Offender: Sometimes referred to simply as “active shooter” to denote an incident involving mass killing or an individual is “actively engaged in killing or attempting to kill people in a confined and populated area.”

Alert/Alert Networks and Systems: Schools often employ alerting networks and systems for specific groups such as parents of students in an athletic program, to alert parents to unplanned changes. They are often deployed schoolwide to keep parents informed in emergency situations. Alert networks and systems usually provide messaging via text message to cell phones, e-mails, and phone messages with prerecorded information or directing parents to additional information.

ALICE: (Alert, Lockdown, Inform, Counter, Evacuate) – A method of training that prepares individuals to handle the threat of an active shooter. ALICE teaches individuals to participate in their own survival, while helping to lead others to safety.

Americans with Disabilities Act (ADA): The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities, and transportation.

B

“Basic Plan:” Section of an Emergency Operations Plan: Provides an overview of the approach to emergency operations. Although the “Basic Plan” section guides development of the more operationally oriented annexes, its primary audiences consist of the school principal or school administrator, local emergency officials, and the community (as appropriate). The elements listed in this section should meet the needs of these audiences while providing a solid foundation for the development of supporting annexes.

Behavioral Risk Assessment/Behavioral Threat Assessment: A program or initiative designed to identify, investigate, assess and manage risks and potentially dangerous behavior of a specific individual. Model programs may be school based, but to be effective should focus on a team and community-based approach, defining team roles, incorporating the program into the

school crisis plan and stressing school and community engagement to both develop assessment procedures as well as case management. A single snapshot of an individual's behavior may not be an accurate predictor of future behaviors. An ongoing case management that tracks trajectories of behaviors and using the team approach to determine the best intervention strategies is usually more effective.

Behavioral Risk Assessment Team/Behavioral Threat Assessment Team: Usually denotes a multidisciplinary team with the responsibility to assess individuals exhibiting behavioral risk to themselves and others. To be effective, they should include stakeholders from not only a school, such as school counselors, school nurses, and school management, but also community-based stakeholders such as law enforcement, mental health professionals, and social service agencies. Using a team approach, behaviors are usually tracked through a case management system until an individual is determined to no longer pose a threat to themselves or others. An individual leaving a school system should not necessarily eliminate the need for continuous monitoring of that specific case.

Breach: Disregarding boundaries and engaging in behavior designed to assess the viability of gaining access or determining whether rules and consequences will be upheld. Breaching is considered a serious warning sign on the pathway toward violence and often occurs when a perpetrator is getting close to implementing attack plans.

C

Chain of Command: The orderly line of authority within the ranks of the incident management organization and is a key concept of the National Incident Management System (NIMS).

Code of Silence: An unwritten, and occasionally unspoken, code of conduct between peers. Students typically believe that telling an adult about worrisome statements or behaviors of another student would carry negative consequences for the person who tells.

Cognitive Bias: The drawing of incorrect or illogical inferences due to the subjective perception of information used to draw a conclusion. It is considered a genuine limitation in our thinking and can result in mistakes and errors in judgment. One example of a cognitive bias that shows up in violence threat assessment can be referred to as an "attachment to existing beliefs." It may be challenging to detect a deviation in a subject's behavior if it differs from one's prior experience with the individual. If one has a long-standing history with the subject in that has been favorable, it can be difficult for this assessor to see that the subject may actually be capable of inflicting violence and harm on others. This can be further complicated by so-called "blind-spot bias" that keeps one from seeing his or her own bias.

Copycat Effect: The idea that a given behavior is increased by a recent occurrence of the same behavior. Suicide has been found to have a copycat effect. Suicide rates rise following the suicide of someone with whom a person identifies. A study conducted by Sherry Towers of

Arizona State University, determined that 30% of mass shootings with a high number of victims (greater than 4) and national media exposure occur within 13 days of a previous mass shooting. This is referred to as the “contagion period.”

Command Staff: The staff who report directly to the Incident Commander, including the Public Information Officer, Safety Officer, Liaison Officer, and other positions as required per the Incident Command System (ICS). They may have an assistant or assistants, as needed.

Common Operating Picture: An overview of an incident by all relevant parties that provides incident information enabling the Incident Commander/Unified Command and any supporting agencies and organizations to make effective, consistent and timely decisions.

Computer Security: A general term which can describe everything from security of digital records and the systems that store this information, to the security and safety of the user of a computer system or digital device. (See also Cybersecurity & Internet Safety/Internet Security.)

Community Organizations: Those entities within the community that can support emergency management for schools (e.g., Red Cross, Boys & Girls Club, faith-based organizations).

Community Partners: Those with a responsibility in school emergency management, including local government, first responders (law enforcement officers, fire officials, and emergency medical services personnel), as well as public and mental health entities.

Continuity of Operations (COOP): An effort within individual executive departments and agencies to ensure that primary and essential functions continue to be performed during a wide range of emergencies, including localized acts of nature, accidents and technological or attack-related emergencies.

Crime Prevention Through Environmental Design (CPTED): Strategies implemented to directly modify the environment to take advantage of pre-existing environmental assets or change the design features and condition of particular targets (e.g., school buildings, doors, and windows) or areas in an effort to reduce crime. Natural surveillance, natural access control, territoriality reinforcement, and management and maintenance are key principles of CPTED. In some instances, CPTED strategies are implemented during the beginning phases of a project (e.g., during planning of a new housing development).

The National Association of School Resource Officers, among others, provides CPTED training and certification focused on schools. (<https://nasro.org/school-cpted-practitioner-certification/>) Additionally, the International CPTED Association (ICA) provides certification oversight and guidance, as well as additional resources in support of the CPTED concept. (<http://www.cpted.net/>).

Cybersecurity/Cybersecurity Assessment: Cybersecurity is related to the privacy, security, and confidentiality of student records, and other information protected by the Family Educational Rights and Privacy Act (FERPA). The U.S. Department of Education maintains a Privacy Technical Assistance Center at: <https://nces.ed.gov/programs/ptac/>. The term “cybersecurity is often mistakenly used to describe “internet security”, which more accurately describes personal safety related to the internet, and specifically social media access and usage.

D

DHS (Department of Homeland Security): A federal agency with the missions of: preventing terrorism and enhancing security, managing U.S. borders, administering immigration laws, securing cyberspace, and ensuring disaster resilience.

Direct Threat – Direct Threat Assessment: A direct threat is a threat that is communicated via one of a number of communication mediums, to include phone call, e-mail, text message, social media, and others. It can include both bomb threats and terrorist threats. The FBI, U.S. Secret Service, U.S. Postal Service, and other organizations have developed a number of resources and guide to assist in conducting direct threat assessments. The U.S. Secret Service maintains a National Threat Assessment Center (<https://www.secretservice.gov/protection/ntac/>) and the FBI – National Center for the Analysis of Violent Crime has published Making Prevention a Reality: Identifying, Assessing, and Managing the Threat of Targeted Attacks (<https://www.fbi.gov/file-repository/making-prevention-a-reality.pdf/view>) .

Drill: Events designed to simulate a response to an actual emergency. In school safety, drills are a critical tool to help condition our brains and bodies to follow a specific protocol when we are under duress. Drills conducted in schools include fire, evacuation, lockdown and reverse evacuation. The term “Exercise” is often incorrectly interchangeably with the term “Drill.”

E

Emergency Operations Plan (EOP): A safety plan that specifies procedures sites must follow before, during, and after potential emergency events, and in response to both threats and hazards. A document or guide developed by a school to facilitate prevention, protection, mitigation, response, and recovery associated with a school emergency. The U.S. Department of Education, in conjunction with the Federal Emergency Management Agency, has developed planning guides to facilitate EOPs for both K-12 and higher education institutions. (<https://rem.s.ed.gov/>) They have also developed a free computer based EOP tool called “EOP Assist, which supports high quality school emergency operations planning (<https://rem.s.ed.gov/EOPASSIST/EOPASSIST.aspx>).

Evacuation/Evacuation Plan: As a disaster or emergency unfolds, often those able to move or be moved are evacuated to a pre-designated location, either in close proximity to the school, or at a more-removed location. The Evacuation plan is part of a broader school emergency plan, and

designated how an evacuation is to take place. The evacuation plan should be complimented with a re-unification plan.

Exercise: Events designed to simulate and/or test a response to an actual emergency, and often involve multiple agencies. The term “Drill” is often incorrectly used interchangeably with “Exercise”.

F

Family Educational Rights and Privacy Act (FERPA): Protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." (<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>)

Federal Emergency Management Agency (FEMA): FEMA is the federal agency designated to help people before, during, and after disasters. (<https://www.fema.gov/>)

Finance / Administration Section: The Incident Command System Section responsible for all administrative and financial considerations surrounding an emergency incident where the Incident command system has been activated and utilized to manage an emergency incident.

FirstNet: Short for First Responder Network Authority. A US Government sponsored initiative to provide to first responders a robust, redundant and secure multi-platform communication platform to support emergency response. While schools have not been a primary focus of the FirstNet initiative, schools can still benefit from having access to FirstNet communication resources in a school emergency or disaster. More information on FirstNet can be found at: <https://firstnet.gov/about>

Functional Annex: The part of an emergency plan which details the goals, objectives, and courses of action of functions (e.g., evacuation, communications, and recovery) that apply across multiple threats or hazards. Functional annexes set forth how a school manages a function before, during, and after an emergency. Both the Functional Annex and Threat & Hazard-Specific Annex are important parts of a school emergency plan.

G

Goals: Goals are broad, general statements that indicate the desired outcome. Goals can be utilized in school safety strategic planning, school emergency planning, and a variety of other planning documents. They are what personnel and other resources are supposed to achieve. They also help identify when major activities are complete and what defines a successful outcome.

H

Hard Lockdown: A situation where a specific threat causes both exterior entrances of a school as well as individual room doors to be secured and individuals “shelter-in-place,” and no movement by the general population of a building is allowed in and out of classrooms. Other actions in a “hard lockdown” include turning off lights, televisions, music and any other sound, silencing cell phones, closing blinds, and moving students away from windows and doors. Additionally, window coverings may also be deployed so a potential assailant cannot see into classrooms and offices to determine if they are occupied.

Hazards/Vulnerabilities Risk Assessment: Hazards/Vulnerabilities Risk Assessment, also often called “Hazard Vulnerability Analysis” (HVA) are systematic approaches to identifying hazards or risks that are most likely to have an impact on an organization and the surrounding community. Multiple tools and resources are available to help schools prioritize their planning efforts based on these identified hazards. Ready.gov has numerous resources available related to Hazards/Vulnerabilities Risk Assessment (<https://www.ready.gov/risk-assessment>).

Higher Ed or Higher Education (HE): Denotes a level of educational institution usually above the K-12 school level. Normally associated with colleges and universities, but can also include technical schools and other institutions.

Higher Ed Emergency Operations Plan/Higher Ed EOP: An emergency operations plan (EOP) developed for and by postsecondary college and university-level emergency planning and response teams. (<https://rems.ed.gov/IHEGuideIntro.aspx>)

Higher Ed Guide: This is the common name for the Federal “Guide for Developing High-Quality Emergency Operations Plans (EOPs) for Institutions of Higher Education developed by the U.S. Department of Education, Readiness and Emergency Management Technical Assistance Center (REMS TA Center).

Health Insurance Portability and Accountability Act (HIPAA): Provides federal protections for individually identifiable health information held by covered entities and their business associates and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of health information needed for patient care and other important purposes.

HIPPA Privacy Rules: The U.S. Department of Health & Human Services (HHS) establishes national standards to protect individuals' medical records and other personal health information. (<https://www.hhs.gov/hipaa/index.html>)

Howlers & Hunters: Groundbreaking research by Frederick S. Calhoun and Stephen J. Weston. They categorized individuals who make threats into “hunters” and “howlers.” Howlers are individuals who make contact, often from a distance, frightening or threatening a target. This

“howling” can occur over an extended period of time but does not include actions that move the subject closer to violence. If this changes and the howler moves toward violence, he or she becomes a hunter.

Hunters are individuals who take actions demonstrating that they are moving toward an act of violence. Such actions include constructing a plan, acquiring weapons and moving geographically closer to the target.

I

Incident Command System (ICS): A standardized on-scene incident management concept designed specifically to allow responders to adopt an integrated organizational structure equal to the complexity and demands of any single incident or multiple incidents without being hindered by jurisdictional boundaries.(<https://training.fema.gov/emiweb/is/icsresource/index.htm>) A standardized approach for incident management, regardless of cause, size, location, or complexity.

Incident Commander (IC): The individual responsible for all incident activities, including the development of strategies and tactics and the ordering and release of resources. The IC has overall authority and responsibility for conducting incident operations and is responsible for the management of all incident operations at the incident site. (See ICS)

Intelligence Fusion Center: Often simply called “Fusion Center,” a program bringing together law enforcement agencies to collect, analyze, and disseminate intelligence information relating to criminal or terrorist activity. Every state has a designated by DHS “primary” fusion center, but some states can have multiple fusion centers if there is a large population density concentrated in a single geographic location.

Internet Safety/Internet Security: Internet safety/internet security is a branch of computer security that involves various security measures taken for ensuring safety of the user and the user’s system when browsing the internet via a computer or mobile device.

Interoperability: Often associated with communication systems, but often used in other contexts. The term interoperability describes the ability of systems, personnel, and equipment to provide and receive functionality, data, information and/or services to and from other systems, personnel, and equipment, between both public and private agencies, departments, and other organizations, in a manner enabling them to operate effectively together. Allows emergency management/response personnel and their affiliated organizations to communicate within and across agencies and jurisdictions via voice, data, or video-on-demand, in real time, when needed, and when authorized.

Intruder: Someone who breaches boundaries and enters another person’s space. In schools, we typically react to an intruder’s presence by activating a “lockdown” protocol.

J

Joint Operations Center (JOC): When the National Incident Management System has been activated to manage a crisis event or emergency, where multiple local, state, and possibly federal agencies are involved, a Joint Operations Center (JOC) is normally established to manage the crisis. Normally a Incident Commander is designated according to pre-established emergency management protocol, to have ultimate responsibility for decisions coming out of the JOC.

K

K-12 Emergency Operations Planning Guide: A “best practice” guide to facilitate K-12 school emergency operations planning, developed by the REMS TA Center, in conjunction with FEMA and others.

K-12 Schools: Designation for schools which normally educate children from kindergarten through 12th grade.

L

LEA: Local Education Agency; a school district; Law Enforcement Agency

Leakage: A term related to behavioral risk assessments, representing a warning behavior that indicates preoccupation with, or plans for, violence. Leakage may be verbal or take the form of written or visual communication. Examples of leakage include threats, boasting, innuendo, jokes, drawing, social media posting, videos, or journal writing.

LEO: Law Enforcement Officer

Liaison Officer: Within the ICS, the Liaison Officer is a member of the Command Staff responsible for coordinating with representatives from cooperating and assisting agencies or organizations.

Lock-Down: The act of securing a premise by locking all exterior exits and sometimes interior doors. The nature of a lock-down is determined on whether the threat is inside or outside of a school. A lock-down can be designated a “soft” lock-down, where exits are secured, but other normal activity takes place within a school, or a “hard” lock-down, where individual room doors are also secured and individuals “shelter-in-place,” and no movement by the general population of a building is allowed in and out of classrooms. Other actions in a “hard lock-down” include turning off lights, televisions, music and any other sound, silencing cell phones, closing blinds, and moving students away from windows and doors.

Logistics: Per NIMS, the process and procedure for providing resources and other services to support incident management.

M

Manifesto: A document or video left behind by an attacker that often details grievances, a sense of unfairness, commitment to a cause or other clues or reasons behind the perpetrator’s decision to commit the attack.

Mass Shooting: A mass murderer that kills four or more people in a single incident (not including him or herself), typically in a single location that has public access. This definition does not include shooting that results from domestic, drug or gang violence (FBI, 2005).

Missouri Model: “Missouri Model” is often referenced when describing a variety of different school safety-related programs, to include behavioral risk assessment and trauma-informed restorative justice programs, as well as others. The specific program this term is referencing should be further defined when using it.

Missouri Model - A Developmental Framework for Trauma-Informed Approaches: A model created by the Department of Mental Health and Missouri Trauma Roundtable to help organizations identify stages, definitions, processes, indicators and resources along the continuum of becoming trauma informed. Identifies four stages: Trauma Aware, Trauma Sensitive, Trauma Responsive and Trauma Informed.

Missouri Model for Trauma-Informed Schools: A guidance document created in collaboration with DESE, Alive & Well and Missouri Trauma Roundtable to help school districts implement 12 indicators of trauma-informed schools using the foundations of Missouri Model’s four stages of Trauma Informed.

Mitigation: One of the core capabilities associated with a school emergency operations plan. As described in the REMS TA Center K-12 School Guide and the Higher Ed Guide (<https://rems.ed.gov/K12GuideForDevelHQSchool.aspx>). Mitigation capabilities are necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. In this document, mitigation also means reducing the likelihood that threats and hazards will happen.

N

National Incident Management System (NIMS): A systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work together seamlessly and manage incidents involving all threats and hazards— regardless of cause, size, location, or complexity—in order to reduce loss of life, property and harm to the environment.

National Institute of Justice: A program under the U.S. Department of Justice where the NIJ – Comprehensive School Safety Initiative resides. This program promotes best practice research and other support related to school safety. (<https://nij.gov/topics/crime/school-crime/pages/school-safety-initiative.aspx>)

National School Safety Alliance (NSSA): The National School Safety Alliance is a state-driven grassroots school safety information sharing and communications network that hosts monthly conference calls/virtual meeting in which all states having a designated school safety center or other designated point of contact for school safety in their “State Education Agency” (SEA), can participate. NSSA also disseminates relevant school safety threats and other information as needed and shares other relevant information between all state and federal/national partners and stakeholders as the situation dictates. www.nssanet.org

O

Objectives: Specific, measurable actions that are necessary to achieve specific stated goals. “Objectives” can be utilized in school safety strategic planning, school emergency planning, and a variety of other planning context. Often, a planning team will need to identify multiple objectives in support of a single goal.

OODA Loop: Observe, Orient, Decide, Act – The OODA Loop is a 4-point decision-making strategy developed by U.S. Air Force Colonel John Boyd. It was originally a military term that has been used in other settings. Some school safety programs teach the OODA Loop to facilitate effective decision-making and action during an emergency.

The 4 steps are as follows and can be repeated as needed:

1. Observe – collect current information from as many sources as possible
2. Orient – analyze information and use it to inform your situation
3. Decide – determine a course of action
4. Act – follow through on your decision

Operations Section: In the context of emergency planning and the National Incident Management System (NIMS), the Incident Command System (ICS) Section responsible for all tactical incident operations and implementation of the Incident Action Plan. In ICS, the Operations Section normally includes subordinate Branches, Divisions, and/or Groups.

P

Panic Button: A mechanism to alert school staff and/or first responders of an emergency. They are often deployed schoolwide in classrooms, or in a central office. They can either be “hard-wired” or via radio signal or mobile device.

Physical Risk Assessment/Physical Security Risk Assessment/Physical Security Audit: Physical Risk Assessment and Physical Security Risk Assessment describe a process involving a comprehensive physical inspection and evaluation of all security systems, controls, and their parameters in a particular public/private property, asset or an organization. Generally, it is the combined process of conducting intensive evaluation/audit and analyzing the results pertaining to the entire physical security mechanism of any particular facility.

The REMS TA Center has developed a free, secure mobile app which allows K-12 school and school district personnel to walk around a school building and grounds and examine their safety, security, accessibility, and emergency preparedness. SITE ASSESS generates a customized to-do list that may be used in the short term and long term to address facility improvements, prompts teams to share pertinent information with first responders, and contains relevant resources on several education facility and safety topics. (<https://rems.ed.gov/SITEASSESS.aspx>)

Planning Section: The ICS Section responsible for the collection, evaluation, and dissemination of operational information related to the incident, and for the preparation and documentation of the Incident Action Plan. This Section also maintains information on the current and forecasted situation and on the status of resources assigned to the incident.

Positive Behaviors Intervention Support (PBIS): PBIS is an identified “best practice” program endorsed by the U.S. Department of Education through its PBIS Technical Assistance Center. PBIS is an approach that schools can use to proactively improve school safety and promote positive behavior.

Positive Behaviors Intervention Support Technical Assistance Center (PBIS TA Center): Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), the Technical Assistance Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. (<https://www.pbis.org/>)

Presidential Policy Directive 8 (PPD-8): Signed by the president in March 2011 and describes the nation’s approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences. It defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

Prevention: One of the core capabilities associated with a school emergency operations plan. As described in the REMS TA Center K-12 School Guide and the Higher Ed Guide (<https://rems.ed.gov/K12GuideForDevelHQSchoo.aspx>), prevention refers to those capabilities necessary to avoid, prevent, or stop a threatened or actual act of terrorism. The term “prevention” also refers to preventing imminent threats.

Protection: One of the core capabilities associated with a school emergency operations plan. As described in the REMS TA Center K-12 School Guide and the Higher Ed Guide (<https://rems.ed.gov/K12GuideForDevelHQSchoo.aspx>), protection is the capability to secure the campus against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, educators, staff, visitors, networks, and property from a threat or hazard.

Psychological First Aid for Schools (PFA-S): An evidence-informed approach for assisting children, adolescents, adults, and families in the aftermath of a school crisis, disaster, or terrorism event. PFA- S is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping.

Public Information Officer (PIO): As member of the Command Staff, the PIO is responsible for interfacing with the public and media and/or with other agencies with incident-related information requirements.

Q

R

Readiness and Emergency Management Technical Assistance Center (REMS TA Center): The Readiness and Emergency Management Technical Assistance Center (REMS TA Center) is a program funded by the U.S. Department of Education to provide training and resources to support school emergency planning as well as other school safety programs such as behavioral risk, positive school climate, etc. REMS TA Center supports both K-12 and Higher Ed schools. (<https://rems.ed.gov/>)

Recovery: One of the core capabilities associated with a school emergency operations plan. As described in the REMS TA Center K-12 School Guide and the Higher Ed Guide (<https://rems.ed.gov/K12GuideForDevelHQSchool.aspx>), recover is the capability necessary to assist schools affected by an event or emergency in restoring the learning environment.

Response: One of the core capabilities associated with a school emergency operations plan. As described in the REMS TA Center K-12 School Guide and the Higher Ed Guide (<https://rems.ed.gov/K12GuideForDevelHQSchool.aspx>), response is the capability necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way, establish a safe and secure environment, save lives and property, and facilitate the transition to recovery.

Reunification Plan: Part of a school emergency plan that covers where students and staff are to be evacuated, and the procedure for them to be reunited with family and friends.

Risk Assessment: “Risk Assessment” is a general term that is often misused without further defining the context of the assessment. It can be used in the context of “Behavioral Risk Assessment”; “Direct Threat Assessment” such as a bomb threat or terrorist threat; “Hazards/Vulnerabilities Risk Assessment”; and even “Physical Security Risk Assessment.”

Risk Factors: Circumstances that create a susceptibility or propensity toward a given outcome. Usually associated with a behavioral risk assessment program. Risk factors do not guarantee that a specific outcome will occur, as many variables contribute to process. There are opportunities to

reduce the likelihood of an outcome linked to risk factors. Risk factors for violence include role models for using violence to solve problems, antisocial behavior or legal involvement at an early age and involvement with antisocial peers as a pre-teen and/or young teen.

Run, Hide, Fight: A DHS response strategy for protecting oneself and others during an incident that involves an active shooter or attacker. This response requires assessing the situation quickly, running/evacuating if possible; hiding or locking down in a secure space if evacuation is not possible; taking actions against the attacker to protect and save lives if the run and hide options do not exist.

S

School Climate/School Culture: A school's climate is determined by the environment and quality of relationships among students, staff and teachers. A school culture is determined by local customs and factors that may be unique to a specific geographic location, and sometimes differ between rural and urban schools.

A positive school climate fosters trust, respect, support, fairness, and connectedness throughout the entire school community. School climate is an important element of a school safety program, as a positive school climate has an inhibiting effect on school violence. In addition, a positive school climate increases parent involvement, learning and academic success.

School Climate Survey: A school climate survey is a tool used to assess the perceptions of students, staff members, and parents regarding areas of school climate such as equitable treatment, respect, support, friendliness, and responsiveness. It is a valuable step for determining specific areas in need of improvement. The National Center on Safe Supportive Learning Environments keeps a database of valid and reliable school climate surveys on its website (<https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium>).

School Emergency Operations Plan/School EOP: An emergency operations plan (EOP) developed for and by school level emergency planning and response teams. The U.S. Department of Education - REMS TA Center has best practice planning guidelines available for both K-12 and Higher Ed EOPs. (<https://rems.ed.gov/>)

School Safety Center: Usually denotes a state level agency that has been designated to promote school safety across a state, in support of K-12 schools, and sometimes institutes of higher education. Some, but not all, support all schools, public and private, while others only support public schools. Not all states have state level school safety centers, and not all school safety centers provide the same level of programs and training. The REMS TA Center maintains a list of school safety centers under Emergency Management Resources through an interactive map at their website: <https://rems.ed.gov/StateResources.aspx>.

School Safety Coordinator: In many states, schools are required to have a designated school safety coordinator, or the functional equivalent of this position. In some states this position is required by law, and specific qualifications, certifications, and training requirements are spelled out, while in others, this position is less defined, and there are no requirements for qualifications, certifications, or training.

School Safety Officer: Per ICS, a member of the Command Staff responsible for monitoring incident operations and advising the Incident Commander on all matters relating to operational safety, including the health and safety of emergency responder personnel.

School Shootings: Numerous terms such as “Columbine,” “Parkland,” “Virginia Tech,” “Sandy Hook” and multiple others have become synonymous with school shooting incidents in the U.S. A comprehensive listing of school shooting incidents in the US can be found at:
https://en.wikipedia.org/wiki/List_of_school_shootings_in_the_United_States.

SEA: State Education Agency – Usually a department within state government that is responsible for programs related to K-12 and institutes of higher education.

Situation Report: Confirmed or verified information regarding the specific details relating to an incident and is a key component of NIMS.

Situational Awareness: In technical terms, Situational Awareness is defined as: “Within a volume of time and space, the perception of an enterprise's security posture and its threat environment; the comprehension/meaning of both taken together (risk); and the projection of their status into the near future.” In general terms, it means being aware of what is going on in the immediate surrounding area at the present time.

Social Emotional Learning: The process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Stakeholder Community: An organization, agency, or group of individuals, such as the collective group of law enforcement agencies to include local police, sheriffs, state police, and even federal law enforcement agencies, having a stake in school safety. Often professional associations representing a specific stakeholder community such as school boards’, police chiefs’, or school counselors’ associations can be utilized to effectively gain comprehensive buy-in across that community. Dissemination of information can also be more effective via leveraging the resources of a stakeholder community professional association.

Stalking: Stalking is a pattern of unwanted attention and behavior that causes discomfort, fear and a sense of intimidation in the victim. Stalking behaviors include, following the victim; showing up uninvited at the same location as the victim; sending notes, letters, emails, or gifts; calling or texting repeatedly; and knowing the victim’s schedule. Stalking is a crime and can be dangerous. A number of stalking victims have been later assaulted or killed by their stalker.

Soft Lock-down: A situation which is a reaction to an external threat such as an armed individual in the vicinity of a school, where exits are secured, but other normal activity takes place within the confines of a school.

T

Tactical Interoperation Communication (TIC)/Tactical Interoperation Communication

Plan (TICP): A U.S. Government initiative to synchronize communication platforms and frequencies for communication devices, so that in any emergency, first responders can communicate at the desired level to help reduce loss of life, pain and suffering. Each state has its own TICP.

Tarasoff Warning: The Tarasoff Warning, often called “duty to warn” outlines a mental health professional’s duty not only to a patient or client, but also to individuals who are specifically threatened by them. It is named for Tatiana Tarasoff who was killed by Prosenjit Poddar, an acquaintance who had confided in his psychologist that he intended to kill Tatiana. This decision was first adopted by the California Supreme Court and has since been adopted by most states in the U.S. A list of state laws regarding the Tarasoff Warning can be found at:

<http://www.ncsl.org/research/health/mental-health-professionals-duty-to-warn.aspx>.

Threat Assessment Team: A generic term that does not specifically describe what category of threat is being assessed. Usually used to describe a multidisciplinary team within a school district, school building, workplace, or government entity whose purpose is to evaluate, investigate, and assess a specific category of potential threats to safety. Teams can be both internal only, or more multidisciplinary and multiagency. Threat categories can include direct threats such as a bomb or terrorist threat, behavioral risk on the part of an individual, or for a broader hazards/vulnerability risk assessment for the school enterprise. The more “inclusive” a threat assessment team can be of school safety stakeholders, both internal and external to a school, the better the chances any threat assessment is relevant and valid. (See also Behavioral Risk Assessment Team/Behavioral Threat Assessment Team.)

Threat Analysis/Threat Assessment: The process of evaluating a threat, with input from appropriate stakeholders such as local law enforcement. The process involves and can include assessing risks to a particular target, individual, or group of individuals, and designing and implementing intervention and management strategies to reduce the risk or threat. It can be related to a direct threat, behavioral risk assessments, and hazard/vulnerability risk assessment, among other things.

Threat & Hazard-Specific Annexes: Addition to an organization's emergency plan that specifies the goals, objectives, and courses of action that a school will follow to address a particular type of threat or hazard (e.g., hurricane, active shooter). Threat- and hazard-specific annexes, like functional annexes, set forth how the SCHOOL manages a function before, during, and after an emergency. Both the Functional Annex and Threat & Hazard-Specific Annex are important parts of a school emergency plan.

Threats: Potentially dangerous events which are human-caused such as crime and violence, but can also be related to natural causes such as a tornado or severe weather threat. They usually cause additional evaluation and analysis in order to make a sound decision regarding any response to the threat, including input from outside agencies such as law enforcement or emergency management. Threats can also be viewed in the context of the presence of a collection of behaviors known to indicate that an individual is intent and capable of inflicting harm and pose a threat to themselves or others. (See also Behavioral Risk Assessment, Direct Threat/Direct Threat Assessment, and Hazards/Vulnerabilities Risk Assessment.)

Trajectory: Refers to behavioral conduct where an individual is moving toward or further away from committing an act of violence, to either themselves or others.

Trauma Informed: An approach, based on knowledge of the impact of trauma, aimed at ensuring environments, services and interactions promote safety, choice, trust, collaboration and empowerment and seek to reduce retraumatization.

Triage: An emergency management concept where injured can be brought into one location at the disaster site, and prioritized regarding severity of their injuries and chances of survival.

U

Unified Command: In the Incident Command System, a Unified Command is an authority structure in which the role of incident commander is shared by two or more individuals, each already having authority in a different responding agency. A Unified Command may be needed for emergency incidents involving multiple jurisdictions or agencies.

U.S. Secret Service – National Threat Assessment Center: A program within the U.S. Secret Service designed to coordinate research and sharing of best-practices related to threats against schools and other government entities. Info for this program can be found at:

<https://www.secretservice.gov/protection/ntac/>.

V

Vulnerabilities: The characteristics of the campus (e.g., structures, equipment, information technology [IT] or electrical systems, grounds, surrounding area) that could make it more susceptible to the identified threats and hazards.

W

Watch & Warning Center: Often simply referred to as a “Watch Center,” a 24/7/365 operation where multiple agencies representing law enforcement, emergency management, fire, EMS, and possibly other staffing of local, state, and/or federal agencies come together to maintain a comprehensive and unified situational awareness of events of daily events.

X

Y

Z

2. Acronyms:

A

ADA	Americans with Disabilities Act
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B

BIA	Bureau of Indian Affairs
BIE	Bureau of Indian Education

C

CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers
CDC	Centers for Disease Control and Prevention
COOP	Continuity of Operations Plan
CSO	Campus Safety (Security) Officer

D

DHS	Department of Homeland Security
DOE	Department of Education
DOD	Department of Defense

E

ECEAP	Early Childhood Educational Assistance Program
EMD	Emergency Management Department or Director
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
ESEA	Elementary & Secondary Education Act
ESSA	Every Student Succeeds Act

F

FAQ	Frequently Asked Questions
FEMA	Federal Emergency Management Agency
FERPA	Family Educational Rights and Privacy Act
FMLA	Family and Medical Leave Act

G

GED	General Education Development
GETS	Government Emergency Telephone System

H

HBI	Home-Based Instruction
HE	Higher Education
HIPAA	Health Insurance Portability and Accountability Act

I

ICS	Incident Command System
IDEA	Individuals with Disabilities Act
IHE	Institute of Higher Education
IT	Information Technology
ITS	Information Technology Services

J

JIC	Joint Information Center
JOC	Joint Operations Center

K**L**

LEA	Local Education Agency/Law Enforcement Agency
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Questioning Youth

M

N

NASRO	National Association of School Resource Officers
NGA	National Governors Association
NIJ	National Institute of Justice
NIJ-CSSI	National Institute of Justice – Comprehensive School Safety Initiative
NIMS	National Incident Management System
NSBA	National School Boards Association
NSSA	National School Safety Alliance
NTAC	National Threat Assessment Center (U.S. Secret Service)

O

OEC	Office of Emergency Communication in DHS
ORI	Originating Agency Identifier (law enforcement term)

P

PBIS	Positive Behavior and Intervention Supports
PDD	Presidential Decision Directive
PDF	Portable Document Format

Q

Q&A	Questions and Answers
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R

REMS	Readiness and Emergency Management for Schools
REMS TA Center	REMS Technical Assistance Center

S

SAMHSA	Substance Abuse and Mental Health Services Administration
SEA	State Education Agency
SOS	Secretary of State
SPO	School Protection Officer
SRO	School Resource Officer (a commissioned law enforcement officer)
SSAC	School Safety Advisory Committee
SSO	School Security Officer (Also: CSO-Campus Safety/Security Officer)
SSSCC	State School Safety Coordination Center
SSSAC	State School Safety Advisory Council or Student School Safety Advisory Council

T

TA	Technical Assistance
TIC	Tactical Interoperable Communications
TICP	Tactical Interoperable Communications Plan

U

USDA	United States Department of Agriculture
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USDOE

United States Department of Education

V

W

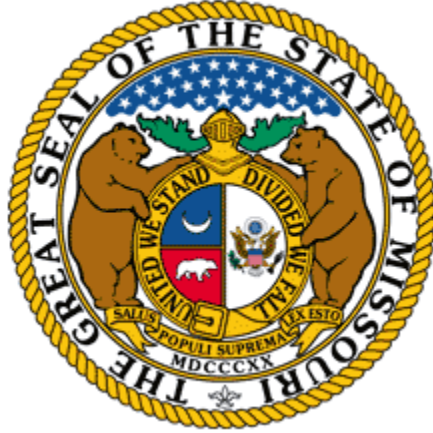
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Missouri Governor's School Safety Task Force

Final Report

Appendix B

School Safety Resources for Missouri K-12 Schools

V-1.0

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Missouri School Safety Resources by Focus Area

(See Also Appendix F – Federal Commission Resources)

A. Effective Communication and Information Sharing	Page 3
B. Mental Health/Behavioral Risk	Page 4
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J. Cybersecurity & Risk	Page 12
K. Other	Page 13-15
General School Safety Resources	Page 16
Emergency Contact Information	Page 17

A. Effective Communication and Information Sharing

1. Crisis/Risk Communications

National Clearinghouse for Education Facilities – Crisis Communications Resources

<http://www.ncef.org/search/node/crisis%20communications>

CDC Crisis and Emergency Risk Communications Resources

<https://emergency.cdc.gov/cerc/>

2. Information Sharing

CES School Safety Weekly Update

<https://www.mosba.org/stay-in-touch-ces/>

CES School Safety Resources

<https://www.mosba.org/ces/#tab-55ecce957be631a5257>

Missouri School Safety Association

<https://www.mosba.org/missouri-school-safety-association-2/>

Missouri School Safety Alert Network

<https://www.mosba.org/missouri-alert-network/>

CES Advisory Council (see Appendix C)

National School Safety Alliance Guidelines for State School Safety Centers

<https://share.dhs.gov/NSSA-SafetyCenterStandards/> (Enter Portal as a guest to view and/or download)

Missouri Campus Security Task Force Report

<https://dhe.mo.gov/documents/MissouriCampusSecurityTaskForceFinalReport.pdf>

B. Mental Health/Behavioral Risk

Missouri Child Psychiatry Access Project (MO-CPAP)

<https://medicine.missouri.edu/departments/psychiatry/research/missouri-child-psychiatry-access-project>

Teen Mental Health First Aid Pilot

https://www.mentalhealthfirstaid.org/wp-content/uploads/2019/04/teen-Mental-Health-First-Aid_FAQ-Final.pdf

CES - Behavioral Risk Assessment Team Training

<https://www.mosba.org/ces/>

Overview of the Comprehensive School Threat Assessment Guidelines (VA Model)

<https://curry.virginia.edu/faculty-research/centers-labs-projects/research-labs/youth-violence-project/virginia-student-threat>

National Center for School Mental Health

<http://csmh.umaryland.edu/>

Substance Abuse and Mental Health Services Administration

<https://www.samhsa.gov/>

American Academy of Child and Adolescent Psychiatry

https://www.aacap.org/App_Themes/AACAP/docs/Advocacy/policy_resources/Children%27s_Mental_Health_Fact_Sheet_FINAL.pdf

REMS TA Center Psychological First Aid for Schools Resources

<https://rems.ed.gov/K12PFAS.aspx>

U.S. Secret Service National Threat Assessment Center

<https://www.secretservice.gov/protection/ntac/>

Suicide Prevention Online Training: “Ask Listen Refer”

<http://www.asklistenrefer.org/>

FBI Violence Prevention in Schools

<https://www.fbi.gov/file-repository/violence-prevention-in-schools-march-2017.pdf/view>

C. School Climate & School Culture

REMS TA CENTER School Climate & Emergencies

<https://rems.ed.gov/K12SchoolClimateAndEmerg.aspx>

Parent and Educator's Guide to School Climate

U.S. Department of Education produced Guide provides general information about the concept of school climate improvement, suggestions for leading an effective school climate improvement effort, and additional resources for those interested in more information. (April 2019)

<https://www2.ed.gov/policy/elsec/leg/essa/essaguidetoschoolclimate041019.pdf>

Parent & Educators Guide to School Climate Resources

<https://safesupportivelearning.ed.gov/resources/parent-and-educator-guide-school-climate-resources>

Bully Prevention and Response

<https://www.stopbullying.gov/respond/on-the-spot/index.html>

PBIS Specific Resources:

- **PBIS framework**
<https://www.pbis.org/community/interconnected-systems-framework>
- **PBIS School-wide Evaluation Tool Implementation Manual**
<https://www.pbis.org/resource/894/school-wide-evaluation-tool-implementation-manual>
- **Schoolwide Positive Behavior Support: Implementers' Blueprint and Self-Assessment**
<https://www.pbis.org/resource/713/school-wide-positive-behavior-support-implementers%e2%80%99-blueprint-and-self-assessment>
- **Bully Prevention in Positive Behavior Support**
<https://www.pbis.org/resource/712/bully-prevention-in-positive-behavior-support>

Missouri Model for Trauma-Informed Schools

https://dese.mo.gov/sites/default/files/dese-the-trauma-informed-schools-initiative_0.pdf

National Child Traumatic Stress Network

<https://www.nctsn.org>

Handle with Care Initiative

<https://handlewithcare.com/>

D. Emergency Operations Plans

K-12 Guide for Developing High Quality Emergency Operations Plans

https://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf

REMS TA Center Toolbox

<https://rems.ed.gov/ToolBox.aspx#pageTop>

EOP Interactive Tools

<https://rems.ed.gov/EOPinteractivetools.aspx>

Dept of Education REMS TA – Responding to Student Protest

<https://rems.ed.gov/docs/RespondingToStudentProtests.pdf>

Special Needs EOP Guidelines

<https://share.dhs.gov/EOP-SpecialNeeds/>

School Safety Drill & Exercise Worksheet

<https://share.dhs.gov/nssa-exercises-drills/> (Enter Portal as a guest to view and/or download)

Conducting Crisis Exercises & Drills: Guidelines for Schools

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/systems-level-prevention/conducting-crisis-exercises-and-drills>

Best Practice Active Shooter Drills

<https://nasro.org/cms/wp-content/uploads/2014/12/Best-Practice-Active-Shooter-Drills.pdf>

E. Physical Security/Technology & Safety Assessments/Audits

Dept. of Education - REMS TA Center Toolbox

<https://rems.ed.gov/ToolBox.aspx>

Dept. of Education - REMS TA Center Site Assess

<https://rems.ed.gov/SITEASSESS.aspx>

National Clearinghouse for Educational Facilities

<http://www.ncef.org/search/node/safety%20assessments>

The Role of Technology in Improving K-12 School Safety

https://www.rand.org/content/dam/rand/pubs/research_reports/RR1400/RR1488/RAND_RR1488.pdf

National Institute of Justice “Crime Solutions” Best Practices Database

<https://crimesolutions.gov/programs.aspx>

Best Practices for Performance Based Contracts

https://obamawhitehouse.archives.gov/omb/procurement_guide_pbsc

Crime Prevention Through Environmental Design Guidebook

https://rems.ed.gov/docs/Mobile_docs/CPTED-Guidebook.pdf

F. Training & Drills

School Safety Drill & Exercise Worksheet

<https://share.dhs.gov/nssa-exercises-drills/> (Enter Portal as a guest to view and/or download)

Conducting Crisis Exercises & Drills: Guidelines for Schools

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/systems-level-prevention/conducting-crisis-exercises-and-drills>

Best Practice Active Shooter Drills

<https://nasro.org/cms/wp-content/uploads/2014/12/Best-Practice-Active-Shooter-Drills.pdf>

DHS Active Shooter Preparedness Program

<https://www.infragard-la.org/wp-content/uploads/2019/03/DHS-Active-Shooter-Preparedness-Program.pdf>

DHS Active Shooter Online Training

Active Shooter Online Training This one-hour online course (IS-907 Active Shooter: What You Can Do) provides an introductory lesson on the actions that may be taken when confronted by an active shooter, as well as indicators of workplace violence and how to manage the consequences of an incident. To access this course, please visit the Federal Emergency Management Agency (FEMA) Emergency Management Institute online training website at: <http://www.training.fema.gov/is/crslist.aspx> and type Active Shooter in the search bar.

Active Shooter Preparedness Workshop Series

These scenario-based workshops feature facilitated discussions to inform participants on the best practices associated with preparing for and responding to an active shooter incident. Through a dynamic exchange of information, these workshops provide participants an understanding of how to plan and aid in the development of an initial draft of an emergency action plan for their organizations. For more information on these workshops, please contact the Active Shooter Preparedness Program at: ASworkshop@hq.dhs.gov .

Active Shooter Online Resources *There are additional resources available online to inform individuals on how to prepare for active shooter incidents. These resources range from booklets and pocket guides, to a 90-minute webinar that explains the importance of developing an emergency action plan and the need to train employees on how to respond to an incident.*

<http://www.dhs.gov/activeshooter> .

Dept of Education - REMS TA Center Toolbox

<https://rems.ed.gov/ToolBox.aspx>

G. SRO/Safety Coordinator Programs

1. SRO:

DOJ Supporting Safe Schools COPS Program

<https://cops.usdoj.gov/supportingsafeschools>

Lessons Learned – SRO Programs

<https://www.ncjrs.gov/pdffiles1/nij/grants/209272.pdf>

Congressional Research Service – SRO Programs

<https://fas.org/sqp/crs/misc/R43126.pdf>

Indiana SRO Job Description Template

<https://www.doe.in.gov/sites/default/files/safety/hsjobdesc1.pdf>

Indiana SRO Model MOU

<https://www.doe.in.gov/sites/default/files/safety/mousamplea2009-2.docx>

2. Safety Coordinator:

Indiana School Safety Specialist - Basic Academy Training Curriculum

<https://www.doe.in.gov/sites/default/files/safety/basic-training-curriculum.pdf>

Wisconsin School Safety Coordinator Association – Safety Coordinator Job Description Template

<http://www.wssca.org/resources/Documents/Public%20Site/Links/3%20school-safety-coordinator-job-description.pdf>

State Template for Agreements between Law Enforcement and Schools – NJ

<https://www.nj.gov/education/schools/security/regs/agree.pdf>

U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention

https://www.ojjdp.gov/programs/traumas-impact-on-children-exposed-to-violence.html?utm_source=JUVJUST030819&utm_medium=Email&utm_content=trauma_impact%20&utm_campaign=trauma_impact

Missouri CIT Council

missouricit.org

“Creating Trauma-Informed Law Enforcement Systems”

https://www.nctsn.org/sites/default/files/resources/creating_trauma_informed_law_enforcement_systems.pdf

H. Access to Grants and Funding Opportunities for School Safety

Grants.gov School Safety Funding Resources

<https://www.govgrantshelp.com/columnists/judy-riffle/articles/396940730-school-safety-funding-2019/>

Missouri Federal Assistance Clearinghouse

<https://oa.mo.gov/commissioner/federal-assistance-clearinghouse>

U.S. Department of Education Grants & Funding Opportunities

<https://www2.ed.gov/fund/grants-apply.html?src=pn>

DOJ BJA STOP School Violence Programs & Grants

<https://www.bja.gov/stop-school-violence-program/>

I. Legal – Statutory Constraints on School Safety

Office of Education Technology - Privacy Technical Protection Center

<https://tech.ed.gov/privacy/>

U.S. Dept. of Education - REMS TA Center HIPPA Resources

<https://rems.ed.gov/K12HIPAA.aspx>

U.S. Dept. of Education - REMS TA Center FERPA Resources

<https://rems.ed.gov/K12FERPA.aspx>

School Safety Law Blog

<https://schoolsafetylawblog.com/>

J. Cybersecurity & Risk

K-12 Cybersecurity Resource Center

<https://k12cybersecure.com/>

Summary of State of Missouri Audit Findings in Cyber Aware School Audits

<https://app.auditor.mo.gov/AuditReports/CitzSummary.aspx?id=521>

Data Security for Schools: A Legal and Policy Guide for School Boards

<https://www.nsba4safeschools.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=ef1dbc3a-8910-15af-0d11-7b86515fbec4&forceDialog=0>

Data Breach Notification Best Practices

<https://www.helpnetsecurity.com/2019/05/23/effective-data-breach-notification/>

School Cybersecurity Checklist & Other Resources

<https://share.dhs.gov/ces-cybersecurity/> (Enter Portal as a guest to view and/or download)

K. Other

1. Effects of Press Coverage of Mass Shootings

How Journalists Cover Mass Shootings: 5 Recent Studies to Consider

<https://journalistsresource.org/studies/society/news-media/mass-shootings-news-research/>

How the Media Can Help Prevent Mass Shootings

https://greatergood.berkeley.edu/article/item/how_the_media_can_help_prevent_mass_shootings

Best Practices on Reporting of Mass Shootings

<https://ijnet.org/en/story/best-practices-reporting-mass-shootings>

See also Crisis Communications Focus Area 1- Communications Resources

2. Sexual Predators

Missouri House Bill 604

<https://legiscan.com/MO/bill/HB604/2019>

CES Training – Crossing the Line: When Educators Become Sexual Predators

www.moces.org

National Sexual Assault Hotline: National hotline that serves people affected by sexual violence. It automatically routes the caller to their nearest sexual assault service provider. You can also search your local center [here](#). Hotline: 800.656.HOPE

<http://www.rainn.org/get-help/national-sexual-assault-hotline>

National Sexual Violence Resource Center: This site offers a wide variety of information relating to sexual violence, including a large legal resource library.

<http://www.nsvrc.org/>

National Organization for Victim Assistance: Founded in 1975, NOVA is the oldest national victim assistance organization of its type in the United States as the recognized leader in this noble cause.

<http://www.trynova.org/about-us/overview/>

National Online Resource Center on Violence Against Women: VAWnet, a project of the National Resource Center on Domestic Violence, hosts a resource library that is the home of thousands of materials on violence against women and related issues, with particular attention to its intersections with various forms of oppression.

<http://www.vawnet.org/>

U.S. Department of Justice: National Sex Offender Public Website: NSOPW is the only U.S. government website that links public state, territorial, and tribal sex offender registries from one national search site.

<https://www.nsopw.gov/en/Search/Verification>

The National Center for Victims of Crime: The mission of the National Center for Victims of Crime is to forge a national commitment to help victims of crime rebuild their lives. They are dedicated to serving individuals, families and communities harmed by crime.

<http://www.victimsofcrime.org/>

National Street Harassment Hotline: Created by Stop Street Harassment, Defend Yourself, and operated by RAINN, the National Street Harassment Hotline is a resource for those affected by gender-based street harassment. Support is available in English and Spanish: call 855.897.5910 or chat online.

<https://hotline.rainn.org/ssh-en/terms-of-service.jsp>

National Child Abuse Hotline: They can provide local referrals for services. A centralized call center provides the caller with the option of talking with or texting a counselor. They are also connected to a language line that can provide service in over 140 languages. Call or text hotline: 800.422.4453

<http://www.childhelp.org/>

Darkness to Light: They provide crisis intervention and referral services to children or people affected by sexual abuse of children. Hotline calls are automatically routed to a local center. Helpline: 866.FOR.LIGHT (367.5444)

<http://www.darkness2light.org/>

National Center for Missing and Exploited Children Tip-line: This tip-line can be used to communicate information to the authorities about child pornography or child sex trafficking. Hotline: 800.THE.LOST (843.5678)

<https://report.cybertip.org/index.htm;jsessionid=C5642BF2AC54E764EF97EFD35AA6A16A.iwt1>

<http://www.missingkids.com/home>

National Children's Alliance: This organization represents the national network of Child Advocacy Centers (CAC). CACs are a multidisciplinary team of law enforcement, mental and physical health practitioners who investigate instances of child physical and sexual abuse. The website explains the process and has a directory according to geographic location.

<http://www.nationalchildrensalliance.org/>

Stop It Now: Provides information to victims and parents/relatives/friends of child sexual abuse. The site also has resources for offender treatment as well as information on recognizing the signs of child sexual abuse. Hotline: 888-PREVENT (773.8368)

<http://www.stopitnow.org/>

Justice for Children: Provides a full range of advocacy services for abused and neglected children.

<http://justiceforchildren.org/>

Stalking Resource Center: The Stalking Resource Center is a program of the National Center for Victims of Crime. The website provides statistics on stalking, information on safety planning and other resources.

<http://www.victimsofcrime.org/our-programs/stalking-resource-center>

3. Schools as Polling Places

RSMO 115.117

<http://revisor.mo.gov/main/OneSection.aspx?section=115.117&bid=5976&hl=>

4. Responsible Gun Ownership & Gun Storage

Moms Demand Action Report – Keeping Schools Safe

<https://everytownresearch.org/reports/keeping-schools-safe-plan-stop-mass-shootings-end-gun-violence-american-schools/>

12 Things You Can Do to Support School Safety

<https://share.dhs.gov/nssa-12things/> (Enter Portal as a guest to view and/or download)

NRA Explore – Eddie Eagle

<https://eddieeagle.nra.org/>

NRA Gun Safety Rules for the Home

<https://gunsafetyrules.nra.org/>

10 Tips for Firearms Safety

<http://www.projectchildsafe.org/news/ten-tips-firearm-safety-your-home>

General School Safety Resources

Missouri Center for Education Safety

www.moces.org

Readiness and Emergency Management for Schools Technical Assistance Center

<https://rems.ed.gov/>

FBI – Kids

<https://www.fbi.gov/fbi-kids>

DHS School Safety Resources

<https://www.dhs.gov/cisa/school-safety-and-security>

U.S. Department of Education Readiness and Emergency Management for Schools – Technical Assistance Center

<https://rems.ed.gov/>

National Center for Education Statistics

<https://nces.ed.gov/>

National Clearinghouse for Education Facilities

<http://www.ncef.org/>

Homeland Security Digital Library – School Safety Public Holdings

<https://www.hsdl.org/?search=&searchfield=&all=school+safety&collection=public&submitted=Search>

U.S. Department of Education – National Center for Safe Supportive Learning Environments

<https://safesupportivelearning.ed.gov/safe-and-healthy-students>

Federal Commission on School Safety

<https://www.ed.gov/school-safety>

National Institute of Justice – Comprehensive School Safety Initiative

<https://nij.gov/topics/crime/school-crime/pages/school-safety-initiative.aspx>

Emergency Contact Information

Arson Hotline —For Reporting	1-800-392-7766
Child Abuse or Neglect—For Reporting	1-800-392-3738
Public Health Emergency—For Reporting	1-800-392-0272
School Violence Hotline—For Reporting	1-866-748-7047
Suicide Prevention (National) Hotline	1-800-273-TALK (8255)

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**Missouri Governor's School Safety Task Force
Final Report**

Appendix C

**Missouri School Safety Program
Historical Overview**

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Missouri School Safety Programs – A Historical Overview Pre-2006-2019

Pre-2006: School Safety Programs & Initiatives in Missouri:

Prior to 2006, Missouri stakeholder departments of Health and Senior Services (DHSS), Mental Health (DMH), Public Safety (DPS), Social Services (DSS), and Elementary and Secondary Education (DESE) were addressing school safety. However, there was no coordinated program and no state or Homeland Security grant funding designated specifically for safe school efforts. The University of Missouri – Kansas City (UMKC) hosted a Center for Safe Schools, via a school safety grant from the US Department of Education (USDOE) and in cooperation with DESE, but this program was limited in scope, focusing on suicide prevention and anti-bullying, and was not uniformly promoted across the state. Accordingly, the center lacked stakeholder engagement. When the USDOE federal grant funding ended in 2009, the center withered on the vine and ceased to exist by 2010.

Missouri began hosting a School Violence Hotline at DSS, via a US Department of Justice grant. This hotline operated during normal business hours only.

DHSS began partnering with the Missouri School Boards' Association (MSBA) to promote safety and emergency planning tools and templates to all schools. Though extensive, these tools and templates did not align with National Incident Management System/Incident Command System (NIMS/ICS) best practices or expand beyond the scope of school health safety planning.

While other state agencies were supporting agency specific programs and initiatives related to school safety, there was no deliberate or coordinated state-wide approach to school safety.

Missouri Homeland Security Program Engagement in School Safety:

In the years immediately following the September 11th, 2001 terrorist attacks, Missouri's Homeland Security Program began receiving significant funding via federal homeland security grants. However, prior to 2006, none of these funds were designated for school safety. In June 2006, the Governor's Homeland Security Advisory Council (HSAC), the Office of Homeland Security (OHS), DESE and other stakeholders organized as a working group specifically to consider school safety.

This K-12 Homeland Security Safe Schools Working Group continues to operate as the Center for Education Safety (CES) Advisory Committee and is composed primarily of education practitioners, first responders, and law enforcement.

One of the first tasks of the K-12 Working Group was to evaluate existing school safety planning and make recommendations to the HSAC. The group voted unanimously to accept the Emergency Resource Information Plan (ERIP), which eventually became known as the MO1Plan, as a web-based school emergency planning program allowing

schools to attach floor plans, photos, and dimensions while providing real-time connectivity to first responders.

In December 2006, the HSAC embraced the working group's recommendation and voted to fund the purchase of a perpetual license for ERIP to provide the tool to all public and non-public K-12, higher education, and registered day care institutions throughout the state. With the perpetual license, law enforcement, fire, and other emergency responders have access to participating school's floor plans and critical information via a web portal when responding to school emergencies.

In October 2006, OHS partnered with MSBA to produce a school violence web-cast accessible to all schools and first responders across the state. This web-cast was funded by homeland security grant funding and included subject matter experts from the fields of educational, mental health, emergency response, and other related areas.

Higher Ed School Safety Task Force:

In 2007, after the Virginia Tech shooting, higher education was also addressed when Governor Matt Blunt directed the HSAC to establish a working group to study school safety higher education institutions and make recommendations for suggested improvements and changes. A report with findings and recommendations was issued in August 2007 (see Resources).

School Safety and Security Conference for First Responders and Educators

With input from the Safe Schools Working Group, OHS partnered with MSBA and DHSS to hold the first annual Coordinated K-12 and Higher Education School Safety and Security Conference in August of 2007. This conference brought together educators, health and mental health professionals, and first responders to collaborate on issues relating to health and safety. The first conference was attended by approximately 400 professionals and included speakers and presenters from across the U.S., as well as two from the United Kingdom. Then Governor Matt Blunt participated in the first conference as part of a panel discussion on school safety in Missouri, and the conference has been held every year since that time with similar success.

Missouri Schools Alert Network

The Missouri Schools Alert Network was announced in 2007 to provide timely communication and alerts to participating schools. Via the network, DPS can instantly contact school officials and key points of contact to relay emergency information through recorded voice message, email, and text messages. All K-12 schools are eligible to participate in this initiative, and almost all Missouri schools have chosen to do so.

The system has been used numerous times to provide critical emergency messaging to school officials. In one instance in December 2016, the alert network helped connect school and law enforcement officials to identify and prioritize rescue efforts for

school buses stranded by a paralyzing ice storm across the St. Louis metro area.

The school alert network is separate from the emergency alert network which supports state and local officials and first responders.

Clean Up of Deteriorating and Unsafe Chemicals in School Labs and Classrooms

OHS supported the UMKC Center for Safe Schools as the lead to work with stakeholders to identify ways to reduce the cost of removing unneeded and deteriorating hazardous chemicals from school labs and other locations in Missouri's schools. Pilot projects were successful as were efforts to educate key school officials on safe storage and timely use of these chemicals to avoid future situations with aged and unstable chemicals.

Bullying Prevention in Schools

Since 2007, DMH and DSS, in cooperation with DHSS, have taken a leadership role to address the issue of bullying in school. Cooperation with professional school counselor associations, school nurses, and others to identify ways reduce and prevent bullying is ongoing.

Pandemic Planning for Schools

DHSS found the Safe Schools Working Group an ideal mechanism to obtain input and buy-in for pandemic planning efforts for schools. Cooperation between the working group and DHSS helped establish thresholds and triggers to prompt school related responses to pandemic outbreaks. This partnership has also been critical to ensuring DHSS is engaging the broadest school audience to participate in pandemic planning for schools.

Active Shooter Training for Schools

In 2008, the HSAC funded 29 Active Shooter training classes for K-12 schools across the state. There were 905 participants in these first 29 classes, and Active Shooter training programs continue to be a priority. An outside vendor provided initial training, which was well received by educators and law enforcement alike.

CES then engaged the School Resource Officer Association (SRO) to bring together SROs from around the state to develop a train-the-trainer active shooter curriculum for law enforcement agencies. This program was rolled out through a series of regional trainings, providing law enforcement with POST-approved curriculum, presentations and videos, enabling them to conduct active shooter training and drills locally at little or no cost.

Establishment of the Missouri Center for Education Safety:

CES was launched 2010 as Missouri's school safety center. It is supported and operated as part of MSBA in collaboration with DESE and DPS. Original funding for

CES came via homeland security grants and MSBA. Two part time School Safety Coordinators initially staffed the center with office space and administrative support from MSBA. MSBA also provided a senior staff person to coordinate CES activity. Department of Homeland Security grant availability ceased in late 2013, but in three of the last six years, CES has received some legislative funding through a DESE appropriation. MSBA has continued to fund CES operations since its inception, even in the years without state funding support.

CES remains dedicated to enhancing all aspects of emergency planning, preparedness, safety, and security in schools across Missouri, from pre-K to post-secondary levels, with the primary goal of creating safe and secure learning environments so every student can achieve their full potential through a quality education.

The following agencies and organizations have been invited to provide to participate in the Missouri Center for Education Safety Advisory Council, which meets quarterly to provide input and collaborative support for school safety:

Archdiocese of St. Louis	Missouri Fire Marshal's Office
Kansas City Public Schools	Missouri Highway Patrol
Lutheran School Association	Missouri Information Analysis Center
Missouri Association of Counties	Missouri Juvenile Justice Association
Missouri Association of Pupil Transportation	Missouri Kids First
Missouri Association of Rural Education	Missouri Municipal League
Missouri Association of School Administrators	Missouri Office of Homeland Security
Missouri Association of School Business Officials	Missouri Parent Teacher Association
Missouri Association of School Nurses	Missouri Police Chief's Association
Missouri Charter Public School Association	Missouri School Boards Association
Missouri Department of Elementary and Secondary Education	Missouri School Counselor Association
Missouri Department of Health and Senior Services	Missouri School Plant Manager's Association
Missouri Department of Higher Education	Missouri School Resource Officer Association
Missouri Department of Mental Health	Missouri School Safety Association
Missouri Department of Public Safety	Missouri Sheriff's Association
Missouri Department of Social Services	Missouri State Emergency Management Agency
Missouri Emergency Managers Association	Missouri United School Insurance Council
Missouri Employers Mutual	Moberly School District
	South Harrison Co. R-II
	Southern Boone County
	Springfield Public Schools

Resources offered by CES

Resources offered by CES include:

Administrative Support and Technical Assistance for Emergency Operations Planning:

Best practice emergency planning templates and emergency management tools, training, and drill/exercise support provided at no cost to all K-12 districts.

Missouri Alert Network: This resource, which is tested monthly, allows state public safety officials to send instant safety or threat related messages via text, recorded phone call, and/or e-mail to a designed point of contact in every Missouri K-12 school.

Behavioral Risk Assessment: Since 2015, CES has licensed an evidence-based behavioral risk assessment program to assist Missouri K-12 schools to identify, prevent and mitigate behavior issues for students and staff. This program provides training to develop school-based and community-focused behavioral risk assessment teams, as well as templates for managing individual cases. This program was funded via the legislature during the 2015-2016 school year and is currently supported through a Bureau of Justice Assistance federal grant, commonly referred to as the STOP grant.

School Safety Related Training Programs: CES has developed a number of safety-related school training programs including: Transportation Safety, Student Radicalization, Active Shooter, Crisis Communications, School Safety Legal Updates, and Sexual Predators in Schools. If a school has a specific training need, and if CES or another state or federal agency doesn't already have a training program to assist the school's unique training need, CES staff will find a solution regardless of school size or complexity of the issue.

Comprehensive School Safety Assessments: This program identifies safety gaps and provides recommendations to help districts prioritize safety initiatives. Safety assessments identify potential risks and suggest actions to make schools safer. While initially conducted by CES staff, school safety assessments are now done by a Missouri-based contractor for a very reasonable fee, using CES validated guidelines.

Weekly News Update: CES publishes a weekly news update to inform schools on best practices, threats, and trends in school safety. Schools and other stakeholders can sign up to receive the update by contacting CES directly.

Special Guides and Resources: CES, working with the National School Safety Alliance (NSSA), has developed drill and exercise templates, Hazards Vulnerability and Risk Assessment Methodologies, Terrorist and Unknown Actor Threat evaluation guidelines, "Counter-Radicalization" Training Programs, and numerous other safety programs and initiatives. Most of these resources are available at no cost to schools.

Ongoing Active Shooter Training: In 2015, CES engaged with the SRO Association to develop a state-certified, train-the-trainer course on active shooter situations. This

cooperative effort resulted in content and templates being used across Missouri to teach these courses in local communities, including suggestions for active shooter drills and exercises to test school emergency plans and validate response protocols for schools and first responders. This training program was funded by state appropriation during the 2015-2016 school year.

Technical Assistance to Schools: CES is available to all schools to assist in safety-related technical assistance needs including identifying and providing best practice templates for school resource officer programs, assistance on behavioral risk assessment team challenges, and other similar programs. CES also provides connectivity to numerous other state and federal agencies and programs and serves as a one-stop shop for school safety in Missouri.

Other Programs: CES also developed a specific Transportation/School Bus Safety/Active Shooter training program, as well as Counter-Racialization, Crisis Communications, Sexual Predator, and other related school safety training programs.

National School Safety Alliance: The leadership of CES for the past five years has participated in the National School Safety Alliance, a grassroots information sharing and collaboration across every state and with federal stakeholders. This group meets monthly via conference call and utilizes the Homeland Security Information Network to share information.

U.S. Department of Education Emergency Planning Grant

In the spring of 2014, CES and DESE collaboratively applied for a US Department of Education Grant to States for School Emergency Management (GSEM). A state level emergency operations collaboration team helped to engage all school districts and private schools in support, and Missouri was awarded the \$500,000 GSEM grant in October 2014 for an 18-month grant performance period.

CES also applied for and received designation from DESE as a 'single feasible source' and entered into a formal MOA with DESE to support school emergency operations planning on DESE's behalf. Two additional full-time CES staff and administrative support from MSBA were hired to support the specialized grant activities for emergency management planning which were outside the scope of activities of the core staff of CES.

In November 2014, CES implemented the grant and developed a comprehensive list of School Safety Coordinators in all 521 public school districts. CES also contacted over 600 private school districts, developing email contact information for 100, and validating mailing addresses for almost all 600.

Grant staff reached out to schools implementing multi-hazard emergency operations plans to assess their needs and identify areas where the state can help meet those needs. A network, which included MSBA/CES, OHS, SEMA, DESE, DPS, DHSS, DMH, was built to collaborate, de-conflict as needed, and increase communication about school safety. This network continues to grow and assist schools with their

emergency planning efforts.

CES has also facilitated numerous consultations and discussions with superintendents, board members, and parents on a variety of school safety related issues with the goal of increasing connectivity, collaboration, and communication.

Future of CES:

MSBA provides the majority of funding for CES. CES is nationally recognized as Missouri's school safety center by both the U.S. Department of Education and the US Department of Justice. In addition to cooperation with federal partners, formal MOAs exist between CES and both DESE and DPS for on-going support to school safety efforts. MOAs with other state organizations have been proposed and are in various stages of review.

CES participates in the National School Safety Alliance, a grassroots, collaborative effort across all states to share information related to school safety. CES leadership started this collaborative effort in 2014, and a former director of CES continues to serve as the administrator of the alliance. The alliance meets monthly via conference call and has provided input for the White House Commission on School Safety and the National Governor's Association's school safety technical assistance program for state governors.

At the annual school safety conference in the fall of 2016, participants voted unanimously to establish a Missouri School Safety Association to engage other partners in support school of safety. CES was designated to provide administrative support to the association.

Timeline for School Safety in Missouri

Pre-2006:

- University of Missouri – Kansas City hosting a Center for Safe Schools focused on counter-bullying and suicide prevention
- School Violence Hotline housed in DSS.
- DHSS partnering with MSBA to promote a school health safety planning tool and templates.

2006:

- **June** – The HSAC embraces the idea of the Office of Homeland Security (OHS) working with the DESE, and establishes a K-12 safe schools working group
- **October** - OHS partners with the MSBA to produce a school violence-focused web-cast, within a week's time of the rash of school violence incidents in four different states, including one at Joplin, Missouri.
- **December** - ERIP (now MO1Plan) funded by the HSAC from federal Homeland

Security grant funding to support school emergency planning best practices in all schools.

2007:

- **April** – Homeland Security Advisory Council Higher Education Task Force on school safety begins to examine higher ed campus safety.
- **August** – Final Report on higher ed school safety provided to HASC and Governor
- **August** – First coordinated K-12 and Higher Education School Safety Conference. This conference has been held every year since.
- **August** – Missouri Alert Network for schools is announced.

2008-2009:

- **Ongoing** - State support for school safety via training on active shooter, counter-bullying, school climate, pandemic planning, and other school safety topics. First annual school safety conference held, as well as other workshops and trainings statewide.

2010:

- **Fall** – CES established with joint federal grant and MSBA funding and support. two part-time school safety coordinators hired to staff CES.
- **Ongoing** - School safety training on active shooter, counter-bullying, school climate, pandemic planning, and other school safety topics.

2011 – 2013:

- **Ongoing** - School safety training on active shooter, counter-bullying, school climate, pandemic planning, and other school safety topics.

2014:

- **May** – The legislature appropriates \$600,000 for school safety efforts. However, the FY2015 funds were withheld by the governor until less than 30 days before the end of the fiscal year, at which time CES could not effectively use them.
- **Ongoing:** National School Safety Alliance (NSSA) established in April.

2015:

- **July** – CES received \$600,000 funding from legislative appropriation, via DESE, to support school safety for FY2016.
- **Fall** – Grant program for direct funding for school safety programs and initiatives at the local school district level developed and awarded, using \$400,000 of the legislature appropriated funding. The other \$200,000 was used to fund CES statewide school safety programs.

2016:

- **January** – Begin work with SROs to develop active shooter “train-the-trainer” program.
- **January** – License SIGMA “VA Model” behavioral risk assessment teambuilding program for statewide use.
- **September** – Missouri School Safety Association was established with CES designated to provide administrative support.

- The Missouri legislative appropriation for school safety for FY2017 fiscal year was withheld.

2017:

- No appropriation was made for school safety by the legislature for FY2018.

2018:

- **May:** Missouri legislature appropriates \$300,000 to support school safety initiatives for FY2019. This funding was awarded to CES via DESE for operational support for training and technical support to schools.
- **October:** FY 2018 BJA STOP School Violence Threat Assessment and Technology Reporting Program Grant awarded to the Missouri Department Public Safety in the amount of \$133,334. This grant is being used to move Missouri's School Violence Hot Line to the State's Intelligence Fusion Center with 24/7/365 staffing. Previously it was only staffed Monday – Friday, from 7 AM to 6 PM, in the Department of Social Services, Division of Family Service.
- **October:** FY 2018 BJA STOP School Violence Prevention and Mental Health Training Program grant award to the Missouri Department of Elementary and Secondary Education in the amount of \$750,000. This grant is being used to fund the Missouri Center for Education Safety to expand and promote Behavioral Risk Assessment Team training which CES has licensed to use statewide. This training is based on the 'Virginia Model' identified as a best practice for behavioral risk assessment in both the White House Federal Commission Report on School Safety (December 2018) as well as by the U.S. Secret Service National Threat Assessment Center.

2019:

- **April:** Missouri Governor Mike Parson signs executive order creating a Missouri School Safety Task Force. The purpose of the Task Force is to create a strategic plan for school safety for the state of Missouri, with the report due to the Governor by July 31, 2019.
- **May:** Legislature provides \$300,000 for school safety program in DESE appropriation to support CES programs.
- **Ongoing** - Support of school safety via training programs with CES coordinating efforts of DPS, OHS, DESE, DMH, DHSS, and others to support school safety. Annual school safety conference held in June, and regional school safety coordinators' workshops held in spring.

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Missouri Governor's School Safety Task Force

Final Report

Appendix D

Federal White House Commission on School Safety

Synopsis of Recommendations for State & Local Communities

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White House Federal Commission on School Safety

Synopsis of Recommendations for State and Local Communities

The following is a compilation of recommendations for state and local communities, by focus area, aligned with the Missouri School Safety Task Force “focus areas”, from the White House Federal commission on school Safety Report. The complete White House Report can be downloaded at: <https://www2.ed.gov/documents/school-safety/school-safety-report.pdf>

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A: Effective Communication and Information Sharing

1. Effective Communications programs

Beyond the school building and campus, informed and alert communities play a critical role in keeping our schools safe. Prior to most attacks, other students had concerns about the attacker, yet most did not report what they knew to a parent or other responsible adult. Out-reach campaigns such as “If You See Something, Say Something®” and similar state-specific programs are essential to encouraging and facilitating the reporting of suspicious activities or other concerning behaviors. There are significant opportunities to customize or expand such efforts.

Recommendations:

State and Local Communities

Effective communication systems and rapid dissemination of information can save lives during an incident or event. Schools should establish and maintain effective communications systems (e.g., one-way intercoms or two-way radios) to rapidly provide alerts, warnings, or other key information during an incident.

Schools should test their communications equipment and methods during training and exercises.

States and localities should also undertake efforts to ensure interoperability of local law enforcement and school communications equipment.

2. Crisis Communications - Effects of Press Coverage of Mass Shootings

Press coverage of school shootings is often sensational, which can exacerbate the trauma of those directly and indirectly affected and potentially incite successive events. Researchers have found that most shooters desire fame and wish to emulate other mass shooters.

Social media only amplifies this problem. In the absence of traditional journalistic tools—like editorial discretion—social media allows for the wide dissemination of information, where nearly every individual can be a contributor and a consumer (including would-be shooters).

The Society of Professional Journalists’ Code of Ethics suggests a “heightened sensitivity” when it comes to the coverage of crime victims and families. It recommends that journalists “balance the public’s need for information against potential harm.” Survivors of the Parkland shooting have encouraged more journalists to adhere to this code.

Recommendations:

States and Local Communities

- State, local, and school leaders play a critical role in developing any crisis preparedness, response and recovery plan. They should include a media plan as well. Those who have already done so should continually review and revise their plans. The media portion of these plans can cover a number of issues, including:
 - who will talk to the press after a tragedy,
 - what information should be released (including considerations for the level of detail, existing safety measures, and details about any forthcoming notifications to families),
 - how to communicate through a variety of media vehicles (e.g., press conference, press release, social media), and
 - when designated individuals should talk to the media, including if families should be contacted first and when media are permitted to enter school grounds.
- As they examine their media plans, schools should coordinate with local law enforcement and other community leaders on a regular basis to ensure consistent messaging and clear lines of authority. States and local communities can take advantage of support that the U.S. Department of Education's Office of Safe and Healthy Students administers from the Readiness and Emergency Management for Schools (REMS) Technical Assistance Center. It provides some tools that school districts can use to assess the safety, security, accessibility, and emergency preparedness of school buildings and grounds. The Center also offers tips to help guide school officials in preparing, developing, and ultimately implementing high-quality school emergency operations plans along with other actionable resources. The Center's website (<https://rem.ed.gov/>) is updated frequently.
- National and local media outlets should consider adopting the "No Notoriety" campaign. State and local authorities should consider employing the principles of "No Notoriety" when communicating the facts of a school safety incident to media outlets.

B: Mental Health/Behavioral Risk

1. Issues of Mental Health and Counseling

A U.S. Department of Education and U.S. Secret Service analysis found that as many as a quarter of individuals who committed mass shootings had been in treatment for mental illnesses, and more than three-quarters had symptoms of a mental illness prior to the time of the shooting. That said, there is little population-level evidence to support the notion that those diagnosed with mental illness are more likely than anyone else to commit gun crimes.

Although the presence of a mental illness may not be directly correlated to violence, trends with respect to youth mental illness are of great concern.

Additionally, the alleged Parkland shooter had experienced numerous instances of difficulties in the community and with his family, including violence against animals and toward his mother and others. Social isolation also appeared to be a factor in the Parkland case. The alleged shooter was reported to be lonely, ostracized, and volatile.

There is an urgent need to reduce risk for youth mental, emotional, and behavioral difficulties through the implementation of efficacious and effective prevention interventions, as well as identify youth at risk for mental illness in schools and connect them with needed treatment and services. This includes efforts to increase basic mental health literacy, particularly for those working with young people.

Most communities and schools lack high-quality treatment for children and adolescents, however. Up to 79 percent of school-age youth have unmet mental health needs.

Integrating mental health prevention and treatment services and supports into schools can provide many benefits, including reducing risk for mental health disorders and increasing access to care for those who need treatment while reducing the stigma of seeking help. It can also help provide early identification, intervention, and a full continuum of services while using a multidisciplinary approach.

Comprehensive school-based mental health systems (CSMHS) are school-community partnerships that provide a continuum of mental health services (such as prevention, early identification, and treatment) that support students, families, and the school community. They seek to improve the school climate and can decrease social isolation and marginalization, including bullying. Key aspects include evidence-based universal prevention; training for school and community members to identify and respond to early warning signs of mental health difficulties; and targeted prevention and treatment intervention programs and services supporting the mental health of students. Mental health care delivery is integrated within school settings.

Recommendations:

States and Local Communities

- All appropriate state and local agencies should continue to increase awareness of mental health issues among students and ways to seek needed care. Often, stigma is associated with the lack of seeking help for a mental health condition. Stigma is often the reason that individuals needing help choose not to seek treatment.
- Schools and local behavioral health agencies should increase training of adults who interact with children (e.g., caregivers, preschool staff) to recognize signs and symptoms of mental illness. This is an imperative step in enhancing school-based mental health services. The Early Childhood Mental Health Consultation model trains such adults to identify early signs of mental health conditions and to respond appropriately. Additionally, training can be enhanced through the development of a network of national and regional technical assistance centers for children, adolescent and youth school-based mental disorder prevention and treatment. The network should assist states and localities in adopting mental health promotion activities, including suicide prevention and clinical treatment provision. It would work in collaboration with the SAMHSA-established national network of Technology Transfer Centers in Prevention, Addiction, and Serious Mental Illness. Trainings to increase mental health literacy to recognize signs and symptoms of mental illness, such as Mental Health First Aid, also provide key resources for individuals working with children. Distribution of tools and resources, including the SAMHSA-developed PowerPoint “Assessing and Addressing Risk of Violence in Youth,” to all school districts and college campuses, could also be considered.
- State and local school districts in collaboration with social service, faith based, primary care and law enforcement agencies should develop and implement comprehensive and coordinated approaches that are inclusive of all systems involved in service provision. This is a critical factor in addressing school-based mental health in the most efficient way possible. The systems of care (SOC) framework is an approach that explicitly includes all systems that are involved with providing services to children and is a proven best practice in providing comprehensive, community-based mental health prevention, treatment, and support services to youth with SED or SMI and their parents and families. Examples of the types of systems in an SOC approach are social services, education and juvenile justice. Youth and transition-aged youth receiving services in SOC programs may include those experiencing an FEP, those with SED or those with SMI. Recipients of SOC services have demonstrated significant improvements in behavioral and emotional functioning; significant reductions in thoughts of suicide and suicide attempts; significant reductions in unlawful activities; and significant cost reductions due to decreases in hospitalizations and arrests.
- State and local behavioral health agencies should increase the availability of high-quality community-based services such as Certified Community Behavioral Health Clinics and crisis/acute care services (e.g., mobile teams, inpatient care), as needed. These services could include evidence-based practices, trauma-

informed services, multidisciplinary team-based approaches, recovery supports, and medication-assisted treatment, where indicated.

- State and local school districts should engage and activate natural supports in communities. It is not enough simply to engage law enforcement, healthcare and schools. Other supports, such as the faith community, can help identify and support youth with SED and refer them to needed treatment. Although the school system plays an integral role in ensuring the sound mental health of its students, a holistic community approach is needed. Community partnerships contribute to the success of the expansion of school-based mental health.
- State and local school districts should increase the use of technology, including tele-mental health infrastructure, to increase access to services for individuals in underserved or rural areas. Telehealth service provision and care extension strategies include collaborative models of medical education and support to manage patients with complex conditions such as the Extension for Community Healthcare Outcomes (ECHO) type model. These models have been very effective in serving hard-to reach populations and areas. Telehealth provides a means to treatment access for those who might otherwise not be able to access it.

2. Integrating Mental Health, Primary Care, Family Services and Court-Ordered Treatment

Students often come to school with multiple complex health, mental health, and social service needs. Schools can play an important role in curating healthy environments that seek to prevent and mitigate the onset of health and mental health conditions. Developing and promoting models in which mental health and substance use screening, treatment, and support services are integrated into school and pediatric settings can help to ensure that children, youth, and adolescents with needs (along with their families) are identified earlier and gain access to treatment and other support services.

Studies show that the way to integrate services and shift the overall school culture to support these services is to develop and implement a plan that works with other important school issues and supports the goals of education. In general, the most successful integration programs include buy-in from committed and dedicated leaders, and exhibit effective communication and collaboration among the integrated care team. A significant amount of research demonstrates that treatment is much more likely to be effective and completed when services are school based.

Pediatric primary care

Care coordination is a key part of the SAMHSA (Substance Abuse and Mental Health Services Administration) Systems of Care model. This is a recommended approach for working with children and their parents/ caregivers as they navigate complex multisystem agencies and services. Involving the family in the care of their children and adolescents by including them in the services and supports provided in schools or in pediatric primary care settings is an essential part of providing integrated care. Parents

and the family play a key role in supporting any interventions. Families should be engaged in the development and implementation of treatment services in a meaningful way.

Prevention and early intervention programs to divert youth from the Justice System

Prevention services that address mental health conditions and divert youth from the juvenile justice system are an essential part of an effective continuum of services. Prevention strategies include: education for both the family and the youth on key issues such as substance use, social skill development, support for academic achievement, connection to family and other adults, and close and positive relationships with peers, as well as services and supports for the family, among other interventions.

Students with disabilities, including those with mental and substance use disorders, are more likely to be involved in disciplinary actions at school and are more often suspended or expelled. These actions can have a significant negative impact on a young person and may result in social disconnectedness as well as law enforcement and/or juvenile justice involvement. Once a youth becomes involved in the juvenile justice system, receiving needed treatment is challenging.

Ensuring that at-risk youth receive timely and appropriate prevention and early intervention services is highly recommended as a best practice.

Recommendations:

States and Local Communities

- State and local school districts and state and local behavioral health and health agencies should work together to promote screening and early intervention for mental/substance use disorders in all settings by increasing education and awareness of the importance of these services; by supporting the use of evidence-based screening tools and instruments; and by supporting increases in funding for behavioral health professionals in all settings.
- State and local school districts and state and local behavioral health and health agencies should work together to support evidence-based care coordination models that ensure a thorough assessment and provide referral, follow up, communication, and ongoing collaboration among and between agencies and providers by working with all public and private payers to provide coverage for these services.
- State and local school districts should expand the implementation of tiered models that intentionally focus on school climate and incorporate social and emotional learning and prevention, as well as access to specialty treatment for the minority of children who require it. WSCC, MTSS, and PBIS are examples of these systematic models.
- Law enforcement agencies in collaboration with state and local school districts and state and local behavioral health agencies should develop clear guidance for

law enforcement, courts, juvenile justice systems, and jails around developing supportive partnerships with schools to implement effective diversion programs, identifying individuals who could benefit from participation in such programs, and implementing proper procedures for identifying mental and substance use disorders. This guidance can identify specific mechanisms and related practices for diversion at various stages (or intercepts) in the criminal and juvenile justice systems, including pre-arrest, pre-bookings, arraignment, and juvenile court.

- State and local behavioral health agencies in collaboration with state and local school districts should expand Multi-Systemic Therapy and other evidence-based treatment modalities to most effectively treat youth at risk of incarceration. Multiple controlled trials of MST report significant reductions in rates of recidivism and conduct problems.
- State policymakers should examine AOT laws in states with attention to consideration of lowering the commitment threshold for AOT in youth with untreated and unstable mental illness. This is so that an appropriate level of care can be mandated (a) for youth with mental health conditions who would clearly benefit from treatment for a mental illness but have a pattern of not engaging with treatment; and (b) where that treatment would improve the overall condition and reduce the risk of harm to themselves or those around them.
- State policymakers should consider redefining specific terms currently used in most civil commitment state statutes. For the involuntary commitment of an individual due to suicidality, homicidality or grave disability, the terms “gravely disabled” and/or “imminent danger” are currently used. States should consider whether statutory modifications to incorporate language such as “mental status reasonably foreseeable to be likely to be associated with suicidality, homicidality, or grave disability” would lead to better public policy outcomes. Such a standard, for example, may help secure the involuntary hospitalization and treatment of individuals before they act on thoughts of harm to themselves or others—or the occurrence of other behaviors resulting from impairment produced by untreated mental illness likely to lead to incarceration or other adverse events.

3. The Effectiveness and Appropriateness of Psychotropic Medication for Treatment of Troubled Youth

Recommendations:

States and Local Communities

- State and local behavioral health agencies, in collaboration with state and local school districts, should increase access to good treatment through increasing opportunities to access a full array of treatment services in schools. The provision of treatment delivery in schools is imperative to addressing the needs of youth with complex mental health needs. The direct availability of these services in the school setting reduces barriers to access and ensures easy access to mental health service provision.

4. Behavioral Risk - Using Suspicious Activity Reporting and Threat Assessments to Enhance School Safety

Informed, alert communities play a critical role in keeping our nation safe. By reporting suspicious activities, individuals may be providing the information authorities need to stop an attack before it occurs. This is especially true in relation to school attacks. Studies have shown that, prior to the incident, most attackers engaged in behavior that caused others concern and that others knew about the attacker's ideas or plan to attack. Indeed, before the Parkland shooting, multiple reports were allegedly received about the shooter's concerning behavior. How they were processed, evaluated and acted upon remains under review. What is certain is that effective programs addressing suspicious activity reporting and threat assessment can significantly reduce—or prevent—violence.

The school threat assessment process essentially involves a three-step model in which a team identifies students of concern, gathers information about their behavior and circumstances to assess whether they pose a risk of harm to themselves or the school community, and develops a management plan to mitigate that risk. Threat assessment does not definitively predict whether someone will commit an act of violence. Rather, its goal is to evaluate the risk an individual may pose and implement intervention strategies to address concerns.

Recommendations:

States and Local Communities

- States, school districts, and individual schools should establish and provide training on a central suspicious activity reporting system that is continually monitored, allows anonymous reporting, and has procedures in place to ensure proper action is taken on each report. Funds may be available through the STOP School Violence Act of 2018 to assist in developing these systems. The reporting system could be supplemented by an education and awareness campaign that encourages students, teachers, and other members of the school community to report their concerns, provides guidance on what types of activities should be reported, and provides instructions on the various options for submitting a report.
- School districts and individual schools should establish threat assessment teams and develop comprehensive targeted violence prevention programs. States and localities should consider encouraging and supporting this activity in whatever manner they determine to be the most appropriate. This may include the enactment of legislation mandating that school districts or schools take these actions, the establishment of state or local teams to provide training to school administrators and staff on these activities, and/or the provision of grants or other funds to schools to support these activities.

- School districts and individual schools should establish comprehensive targeted violence prevention programs supported by multi-disciplinary threat assessment teams as outlined in the U.S. Secret Service guide Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence. Schools may be able to receive funds through the STOP School Violence Act of 2018 to assist in establishing these programs. To establish a comprehensive violence prevention program, it is recommended that schools/school districts perform the following steps:
 - Establish a multi-disciplinary threat assessment team consisting of highly trained school professionals from a variety of different disciplines (e.g., teachers, administrators, school resource officers, school psychologists, guidance counselors) who, among other things, will conduct threat assessments, assess a student's potential for violence, and develop intervention and management strategies to mitigate that risk.
 - Define concerning behaviors that initiate the need for a threat assessment (e.g., sudden or dramatic changes in mood, appearance, or behavior) and prohibited behaviors (e.g., harassment, bullying, carrying a weapon on school property) that initiate immediate intervention. There should be a low threshold for defining concerning behaviors so that protocols address a continuum of behaviors, not just direct threats or behaviors indicative of planning for an attack.
 - Establish and provide training on a central reporting system.
 - Determine the threshold for law enforcement intervention.
 - Establish replicable threat assessment procedures to include practices for maintaining documentation, identifying sources of information, reviewing records, and conducting interviews with an emphasis on rapport building.
 - Develop risk management options to enact once an assessment is complete and individualized management plans to mitigate identified risks and enhance positive outcomes for students of concern.
 - Create and promote a safe school climate.
 - Provide training for all stakeholders.
- As numerous witnesses noted to the Commission, students themselves must be part of the solution and often can help identify the best ways to communicate with and educate their peers. In recognition of that, school districts and schools should empower students by increasing engagement with students in the development of school security campaigns.

C: School Climate & School Culture

1. Character Development and Developing a Culture of Connectedness

Because so many of the gunmen responsible for campus mass shootings were detached, withdrawn, depressed and/or isolated, the report stresses the importance of increasing connectedness in the classroom, improving school climate, providing positive behavioral interventions and supports, and fostering social and emotional learning. It also covered the prevalence of bullying and cyberbullying in schools, which can lead to depression, anxiety, family problems, academic difficulties, delinquency, school violence, and suicidal thoughts and attempts.

Recommendations:

State & Local Communities

1. States should provide resources for their schools to help create a positive school climate where students feel connected to, rather than isolated from, their teachers and fellow students.
2. States should support character education programs and expand those already in existence using various federal or state funds.
3. Schools and districts should adopt effective social and emotional learning (SEL) strategies
4. Schools and districts should use a variety of data sources, including school climate surveys, to guide the selection of evidence-based interventions tailored to their specific needs.
5. Schools and districts should adopt tiered social, emotional, and behavioral supports to establish a climate that appropriately supports and responds to student behavior.

2. Cyberbullying and School Safety

1. Many states, districts, and schools are creating their own, innovative approaches to cyberbullying. These practices, many of which are still in the process of being evaluated, could show promise for preventing and/or addressing cyberbullying. States should adopt similar and effective practices or develop their own. The report then highlights examples from Sioux City, Iowa, Seattle, Dear Park, Texas, Poughkeepsie, N.Y., Pennsylvania.
2. States, districts, and schools should adopt policies to help prevent cyberbullying, such as school climate initiatives and support for digital citizenship and character development. Because of the importance of peer influence, schools can consider ways to have these efforts led by students.
3. States, districts, and schools should use appropriate systems to monitor social media and mechanisms for reporting cyberbullying incidents. Examples include Michigan's OK2SAY and Colorado's Safe2Tell programs

D. Emergency Operations Plans

1. Emergency Operations Plan

A school's emergency operations plan should center on regular engagement between schools, school districts, and first responders. Collaboration increases the efficiency and effectiveness of response to school-based incidents by providing first responders with the information required to navigate and secure a campus during an incident. Any reduction in the time between the beginning and end of an incident can save lives.

Emergency operations plans must describe the actions that students, teachers, and school staff will take during an emergency. Actions may differ significantly depending upon the type of emergency. These differences should be outlined clearly according to the different threats and hazards. Everyone in the school should have a common understanding of what will be expected of them during an emergency—students, teachers, and school staff as well as parents, substitute teachers, coaches, and any contracted workers on the school campus. All areas of the school should be included in the planning, such as auxiliary locations for which the school is responsible and for any events that occur outside of regular school hours or school days.

Informing students, teachers and school administrators of the practices outlined in a security or emergency operations plan is just as important as developing the plan in the first place. Training provides the most effective way of educating everyone on their roles and responsibilities during an emergency. An effective plan requires meticulous practice and stakeholders trained in executing the plan

Recommendations:

State and Local Communities

1. All school districts and/or individual schools should develop and implement emergency operations plans in accordance with the Guide for Developing High Quality School Emergency Operations Plans, or other similar guidance. Indeed, according to a U.S. Government Accountability Office's 2015 survey of the 50 states and the District of Columbia, only 32 of the 51 state education departments surveyed indicated that their state required school districts to have emergency operations plans. When designing their security and emergency operations plans, schools should consider security for before school, after school, during extra-curricular activities, and other times when classes are not in session. States and localities should consider supporting these efforts by providing dedicated funding for the development and implementation of emergency operations plans. States and localities should also consider requiring individual schools within their jurisdiction to develop and implement emergency operations plans.

E. Physical Security/Technology & Safety Assessments/Audits

1. Best Practices for School Building Security

The Commission identified various components of an effective approach to enhancing the security of schools. These include practices that have proven successful at either the school, school district, or state government level. Special emphasis was laid on proven plans to establish a sound security management program and enhance physical security at access points (including building façade) and in the context of the classroom.

Security management team

To oversee proper development and implementation of a comprehensive school safety and security program, school districts and individual schools should consider first establishing a security management team and designating a team lead. The team should include individuals with a management, oversight, or other significant role in the security of the school, such as the principal or vice-principal, the designated emergency manager, and, if the school has one, the school resource officer.

In addition, every school district and individual school should try to develop a coalition from the community for the common purpose of enhancing the safety of students and the security of schools.

A school's security community of interest begins with its teachers, administrators, counselors, other staff, parents, and students, and also includes external partners like local first responders, social workers and elected officials. These groups can collaborate to develop emergency operations plans that establish protocols for handling all types of potential hazardous incidents, including natural disasters, accidents, and deliberate attacks like an active shooter. A strong coalition can help carry the message to the rest of the community and minimize resistance to necessary security measures.

A school's security management team should first consider conducting a risk assessment to determine needs, identify vulnerabilities, and develop a security strategy. A risk assessment can be conducted internally, in conjunction with local law enforcement, or by a specialized third-party security firm.

Building hardening and other physical improvements

Three key areas comprise the physical aspects of schools: the campus, the buildings on the campus, and the classrooms in the buildings. When implemented as part of a security strategy, measures specific to each of these parts of schools can enhance the overall security posture of a school. When designing a physical security plan, schools should keep in mind certain principles, such as respecting the school's primary mission, incorporating a layered approach to security and access control – limited entry points.

By applying the principles of Crime Prevention Through Environmental Design, schools can implement security measures such as fencing, bollards, planters, curbs, or walls to create a single point of entry to the campus, for both vehicles and pedestrians. This allows school staff to more effectively monitor every individual who comes onto the campus.

Access Controls—Video Surveillance: Video surveillance is a valuable security measure for entry control. Surveillance cameras can also be used beyond entry points to monitor areas that are not within the normal view of teachers, administrators, or security personnel, such as hallways and enclosed stairwells. When feasible, school security personnel or other staff should actively monitor video feeds, and the local first responder community should have access to them. Schools sharing video feeds with local law enforcement or others should ensure they are complying with all appropriate privacy laws, such as the Family Educational Rights and Privacy Act (FERPA), when doing so.

Access Controls—Screening Systems: Some schools may also wish to use screening systems to limit who and what can enter a building. These systems typically require one-at-a-time entry to check the person and belongings. Such systems can use metal detection, X-ray, explosives detection devices, or a physical search. The purpose of screening is to prevent illegal or prohibited items from entering any given facility, and there is evidence that supports the efficacy of screening as a method to detect, deter, or deny violent actors. However, these screening systems are labor-intensive, time consuming, and costly. The cost of a retrofit of a school or the time it takes to admit students into the building in accordance with screening procedures may be impediments to implementation. The impact of metal detectors, X-ray machines, and similar screening technologies on school violence is questionable, with at least one study concluding that metal detectors have no apparent effect on reducing violence on school grounds.

Building Envelope: The exterior face of school buildings, including the walls, roof, windows, and doors, comprise the building envelope. Much like in a classroom, these structural components can serve as a significant layer of defense from an incident or natural disaster. In particular, construction materials for doors and windows influence the effectiveness of these features in deterring, delaying, or denying active-shooter attacks. Doors constructed primarily with wood and non-reinforced glass windows offer a lower degree of protection than doors made from steel with blast or bullet-resistant glass windows. Replacing wood framed doors with fire-rated steel or aluminum can improve the level of protection offered. Replacing any non-reinforced glass windows with tempered, wire-reinforced, laminated, or bulletproof glass and applying blast-resistant safety films can strengthen windows to increase the protection they provide. Securing exterior windows so that individuals cannot use them to access a building can also improve the overall security of the building. In addition, clearing the exterior spaces surrounding school buildings of unnecessary foliage or structures may also eliminate spaces that could conceal illicit activity, provide access to the building above the first floor, or otherwise aid an intruder or attacker's efforts.

Classroom Doors, Locks, and Window Panels: Depending on their construction and configuration, classroom doors can significantly delay or prevent an attacker from reaching individuals within a classroom, thereby providing a safe area for students and staff during a lockdown. Much like the building envelope, the material from which doors are made will greatly affect their protective value. Reinforcing existing doors or replacing them with bulletproof doors can be very costly, but is an investment that some schools and school districts are making.

Regardless of the type of door used, all classrooms should have locks that allow the teacher to lock the classroom door from the inside. Locksets installed on classroom doors should have the ability to be opened from outside the classroom using a key, code, credential, or other method of deactivation. This enables teachers, administrators, and first responders to access the classroom, but not an attacker or intruder. When deciding on a locking device school officials must be aware of, and comply with, fire codes, life safety codes, and Americans with Disabilities Act (ADA) requirements.³⁸ In addition to the physical locking hardware, training and continued reinforcement of their use is important to get the full benefits of locks. Entry control technologies such as locks can be (and have been) rendered useless by individuals not adhering to proper security processes, such as by propping open doors for convenience or other reasons.

Many school doors have windows that allow someone outside the door to observe the inside of the classroom. These windows should be protected or reinforced and have a removable covering that can be quickly applied that obscures visual observation from both sides. Additionally, windows often are located on the door in a position where an attacker could smash the window to gain access to the door's locking mechanism. Schools can address this by installing reinforcing film that strengthens the glass or using doors designed in a way that a breach of the window will not provide the attacker the ability to access the locking mechanism and unlock the door.

Other measures can be taken to keep students and staff beyond the line of sight and line of fire of an attacker seeking to cause harm through the door window. One school district in southern Ohio has installed hurricane-type screening on door windows in its schools. These retractable screening devices prevent an outside observer from seeing into a room as they allow observation in a straight line only, thereby narrowing the field of view from outside of the classroom. Another approach some schools use is to place tape on the floor of the classroom designating areas of the classroom that cannot be seen through the door window. Students are trained to congregate in those designated areas during lockdowns.

Door Numbering Systems: School buildings come in all shapes and sizes with many entrances and exits. To help first responders gain access to an incident scene in the most efficient manner, schools can collaborate with local first responders to apply a common numbering system to the walls, doors (interior, exterior, and non-access), roof hatches, and stairwells. At present, 20 states provide recommendations and resources to schools about this practice via their Statewide School Safety Centers.

Hallways, Stairwells, Utility Rooms, and Other Areas: Each building will have certain areas that are more difficult than others to monitor, such as hallways, stairwells, and utility rooms. Although data about the location of school violence within a school is limited, there is some indication that students feel the least safe in areas with minimal adult oversight and that violence is most prevalent in areas like hallways and stairways that are least monitored. Similarly, spaces behind ceiling panels or walls can be easily accessed but prove difficult to monitor and can serve as staging areas for contraband or hiding places for intruders. Developing or installing systems to monitor these spaces by either physical inspection or surveillance cameras may be necessary to mitigate their use for nefarious purposes. Eliminating non-structural elements of ceilings and walls such as removable panels may help to serve the same purpose.

Portable Classrooms: Portable buildings that are used for classrooms can present unique challenges because they frequently do not have the same construction features as the primary buildings, resulting in windows and doors with lower levels of security. They might also be located in less secured areas that provide easier access to an attacker. If a school has portable buildings (and eliminating their use is not practical), additional security measures may be warranted, including increased monitoring, assigned security personnel, retrofitting doors and locks, or ballistic protection on the windows.

Recommendations:

States and Local Communities

- Schools or school districts should establish a security management team with a designated lead official to oversee security efforts. States and localities should consider supporting these efforts by providing dedicated funding for security management teams. States and localities should also consider requiring school districts or the individual schools within their jurisdiction to establish security management teams. Once established, these teams should work to develop a school security community of interest by engaging the school's teachers, administrators, counselors, and other staff, parents and students, and external partners like local first responders, social workers, and elected officials.
- Schools should conduct a risk assessment or have a risk assessment performed in order to identify existing vulnerabilities and support the development of a strategy to address security gaps. To do this, schools could use the security self-assessment that DHS released along with its K–12 School Security: A Guide for Preventing and Protecting against Gun Violence or another assessment methodology (or they could work with a third party to conduct the assessment for them). States and localities should consider supporting these efforts by providing dedicated funding for the performing of school risk assessments. They can also consider requiring individual schools within their jurisdiction to complete risk assessments.
- Following the completion of a risk or vulnerability assessment to determine what risks and security gaps exist in the school's current building security program,

schools should take steps to address those gaps. In doing so, they should design security measures in a way that achieves security goals without requiring sacrifices to the school's primary educational and developmental missions. Every school is different, and, therefore, the protective measures in place will vary based on the characteristics of the site, location, resources, and personnel available. Schools should make sure to take into account their unique physical characteristics when designing a security plan. School security plans should use a layered approach across all three areas of a school (i.e., the entry points, the building envelope, and the classroom) with measures designed to complement and support each other. Schools also should consider the special needs of the student population and other individuals who access the school to ensure security measures, emergency notifications, and response plans are effective and account for all.

F. Training & Drills

1. Training School Personnel to Help Ensure Student Safety

All school personnel play an important role in school safety. Training on safety matters helps prepare them to respond to incidents of school violence. The school personnel best positioned to respond to acts of violence are those with specialized training such as school resource officers (SRO), who are typically sworn law enforcement officers, and school safety officers (SSO), who are typically unsworn school security staff. These officers have been specifically trained in school safety to act as a first-line of defense. Their presence at school facilities and on campus allows them to build the kinds of relationships with students that can prevent or mitigate incidents of school violence.

A review of state-mandated emergency drills and training related to school safety identified 43 states that required schools to conduct safety training for teachers or other school staff. Some 21 of the 43 required training on emergency operations plans or emergency response procedures, and 14 of them required training related to mental health or violence prevention.

In 2016 some 57 percent of public schools reported the presence (at least once a week) of security staff. That number, while an increase over prior years, leaves almost half of America's public schools without any regular school security staff presence. There are a wide variety of reasons for the decision not to have regular designated school security staff on site, ranging from funding to remoteness of locale. Ten states have sought to address this situation by allowing school staff to possess or have access to firearms at school. No state mandates arming school staff. Several hundred school districts provide school staff access to firearms, usually as part of a layered approach to school security. All of these programs require a mandatory minimum level of training.

Recommendations:

States and Local Communities

- A. States, districts, and local schools should develop a comprehensive school safety plan that includes a requirement for school safety training for all school personnel. When developing training for all school personnel, states and local communities should consider the following:
- Use specialized school personnel who are trained to prevent, recognize, and respond to threats of violence;
 - Review the quality and quantity of training for all school staff, especially specialized school personnel and others who may carry weapons;
 - Ensure that school administrators are trained on the proper role of SROs and SSOs, including how to work collaboratively with them;
 - Clarify the roles and responsibilities of specialized school personnel such as SROs and SSOs through MOUs;

- Clarify the parameters of information sharing between school staff, SROs, and SSOs, with special consideration and training regarding the privacy requirements of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA); and
 - Determine, based on the unique circumstances of each school (such as anticipated law enforcement response times), whether or not it is appropriate for specialized staff and non-specialized staff to be armed for the sake of effectively and immediately responding to violence. This can be particularly helpful in districts where the distances involved can make police response times longer.
- B. States and local communities, in concert with law enforcement, should consider various approaches to school safety based on their own unique needs. School districts may consider arming some specially selected and trained school personnel (including but not limited to SROs and SSOs) as a deterrent. Before deciding on the voluntary arming of school personnel, states, districts, and schools should carefully consider the following:
- Existing security measures What types of security measures already exist to ensure student safety? Is there a full-time SRO already present in case of emergency?
 - Proximity of police How quickly can local police arrive in the event of an active shooter? How well do local police know the school (e.g., layout of the school, area around the school) in order to coordinate an effective response?
 - Acceptance of the school community Are school community stakeholders comfortable with arming school personnel? Are there staff members willing to voluntarily participate in such a program, particularly those with prior law enforcement or military training?
 - Preparedness What would initial and ongoing background checks and screening requirements entail? What initial and ongoing robust training requirements would be in place? How would firearms be properly secured yet made easily accessible when necessary?
 - Local policy and state law - Does local policy and state law allow for the arming of school personnel? What infrastructure and resources exist for the creation of such a program? What potential liabilities exist for such a program (e.g., ability to maintain insurance coverage)?

2. Emergency and Crisis Training for Law Enforcement

Recommendations:

States and Local Communities

A. State and local law enforcement should take advantage of these resources to assist them in preventing, planning for, and responding to school shooting incidents. They are also encouraged to suggest areas in which additional resources might be useful.

- Justice Assistance Grant
- National Training and Technical Assistance Center
- Identifying an Armed Person Training
- VALOR Officer Safety and Wellness Training and Technical Assistance Program
- Preparing for Active Shooter Situations (PASS) Training Program
- School Violence Prevention Program (SVPP)
- Behavioral Analysis Unit (BAU) Active Shooter Reports
- Active Shooter Incident Reports
- Crisis Communications Quick Reference Guide
- Behavioral Threat Assessment Center

G. SRO/Safety Coordinator Programs

1. General Observations on School Resource Officer Programs

Research and presentations to the Commission from subject matter experts highlight the importance of defining the roles and responsibilities of all school staff, including SROs. One way to do so is through a Memorandum of Understanding (MOU) between schools and law enforcement agencies. These MOUs should include a discussion of key areas such as training expectations, duties and responsibilities, funding, information sharing, and student discipline.

Recommendations:

State and Local Communities

- States, districts, and local schools should develop a comprehensive school safety plan that includes a requirement for school safety training for all school personnel. When developing training for all school personnel, states and local communities should consider the following:
- Use specialized school personnel who are trained to prevent, recognize, and respond to threats of violence;
- Review the quality and quantity of training for all school staff, especially specialized school personnel and others who may carry weapons;
- Ensure that school administrators are trained on the proper role of SROs and SSOs, including how to work collaboratively with them;
- Clarify the roles and responsibilities of specialized school personnel such as SROs and SSOs through MOUs;
- Clarify the parameters of information sharing between school staff, SROs, and SSOs, with special consideration and training regarding the privacy requirements of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA); and
- Determine, based on the unique circumstances of each school (such as anticipated law enforcement response times), whether or not it is appropriate for specialized staff and non-specialized staff to be armed for the sake of effectively and immediately responding to violence. This can
 - be particularly helpful in districts where the distances involved can make police response times longer.
- States and local communities, in concert with law enforcement, should consider various approaches to school safety based on their own unique needs. School districts may consider arming some specially selected and trained school personnel (including but not limited to SROs and SSOs) as a deterrent. Before deciding on the voluntary arming of school personnel, states, districts, and schools should carefully consider the following:
 - a) Existing security measures

- What types of security measures already exist to ensure student safety? Is there a full-time SRO already present in case of emergency?
Proximity of police
- How quickly can local police arrive in the event of an active shooter?
- How well do local police know the school (e.g., layout of the school, area around the school) in order to coordinate an effective response?
Acceptance of the school community
- Are school community stakeholders comfortable with arming school personnel?
- Are there staff members willing to voluntarily participate in such a program, particularly those with prior law enforcement or military training?

b) Preparedness

- What would initial and ongoing background checks and screening requirements entail?
- What initial and ongoing robust training requirements would be in place?
- How would firearms be properly secured yet made easily accessible when necessary?

c) Local policy and state law

- Does local policy and state law allow for the arming of school personnel?
- What infrastructure and resources exist for the creation of such a program?
- What potential liabilities exist for such a program (e.g., ability to maintain insurance coverage)?

(See also focus area “Other – 2.The Transition of Military Veterans and Retired Law Enforcement Officers into New Careers in Education”)

H. Access to Grants and Funding Opportunities for School Safety

The issue of grants and funding opportunities was not examined by the White House Federal Commission on School Safety.

I . Legal – Statutory Constraints on School Safety

1. The Family Educational Rights and Privacy Act (FERPA) and Other Statutory and Regulatory Privacy Protections

Educators, parents, law enforcement officers, and others are often unclear about FERPA's specific requirements and exceptions, and some take advantage of the confusion surrounding FERPA.

Following the Virginia Tech shooting, the George W. Bush Administration recommended that school policies articulate what types of student information can be shared, with whom it can be shared, and under what conditions it can be shared. Based on those recommendations, the Department of Education amended FERPA regulations to clarify permissible disclosures of student records and PII contained therein in health or safety emergency situations.

Prior to the amendments, schools and districts were more limited in what they could non-consensually disclose in the context of a health or safety emergency. In 2008, citing the need for “greater flexibility and deference” and “so they [schools administrators] can bring appropriate resources to bear on a circumstance that threatens the health or safety of individuals,” the Department removed the strict construction requirement. With the rule change, the Department affirmed that it would review determinations to disclose education records under FERPA's health or safety exception by assessing whether:

- There was an “articulable and significant threat to the health or safety of the student or other individuals;”
- The disclosure was made to appropriate parties; and
- There was a rational basis for the determination. The Department also stated that, assuming the foregoing was satisfied, it would “not substitute its judgment for that of the educational agency or institution in evaluating the circumstances and making its determination.”

After these regulatory changes, the Departments of Education and Health and Human Services issued Joint Guidance on the Application of FERPA and the Health Insurance Portability and Accountability Act (HIPAA). This guidance sought to explain the relationship between the two laws and address apparent confusion on the part of school administrators, healthcare professionals, and others as to how they apply to student records and the ability to communicate information.

Though these recommendations and actions sought to clarify FERPA, substantial misunderstanding remains at the local level among officials and educators concerning the privacy law, and in particular its application to school-based threats.

A misconception in both the education and law enforcement communities is that FERPA poses an impediment to the sharing of student information that could help prevent school violence and other emergencies. Privacy advocates have correctly noted that

FERPA already permits schools to disclose the information necessary to protect students and other individuals before and during emergencies, but that continued confusion over the scope of FERPA remains.

Contrary to common misconceptions, schools have a great deal of flexibility under FERPA to disclose students' education records, or the PII contained therein, in the context of school safety. These five exceptions to FERPA's general requirement for written consent are especially relevant:

- disclosures to other school officials
- disclosures pursuant to a court order or lawfully issued subpoena
- disclosures in connection with a health or safety emergency
- disclosures (pursuant to state law) relating to juvenile justice and
- disclosures to the parents of an eligible student that is claimed by the parents as a dependent for federal tax purposes.

Especially relevant to potential violence at school is FERPA's health or safety emergency exception which permits the disclosure of students' education records, or the PII contained therein, to appropriate parties if knowledge of such information is necessary to protect the health or safety of students or other persons in connection with an emergency.

FERPA's health or safety emergency exception specifically permits schools or districts themselves to disclose PII from students' education records in the context of emergencies. However, there are certain circumstances when it may not be practical or expedient for schools or districts themselves to make the determinations and disclosures necessary to address the emergency. These situations might include natural disasters that impact multiple districts across the state, emergencies that disrupt a district's data systems, or emergencies that occur when district personnel are not available. In these limited situations, it is often advantageous for the state education agency to make the disclosure directly, on the school's or district's behalf.

Police departments often seek access to school surveillance footage to help ensure school safety—only to have schools claim it is an education record protected by FERPA and therefore deny the request. However, FERPA's definition of "education records" excludes those created and maintained by a school's law enforcement unit for a law enforcement purpose. If a school's security department or campus police maintains the school's surveillance video system and, as a result, creates surveillance footage for a law enforcement purpose, FERPA would not prevent sharing the surveillance footage with local law enforcement. Smaller schools without an existing law enforcement unit or security department can still utilize this exclusion by designating a school official, such as the vice-principal, as the school's law enforcement unit for this purpose.

Another exception to FERPA's written consent requirement allows disclosures to school officials who have been determined to have a legitimate educational interest in the education records, such as needing to review the education records in order to fulfill

their professional responsibilities. Schools and districts specify the criteria for determining both who they consider school officials and what constitutes a legitimate educational interest. Under this exception, schools can disclose education records, or the PII contained therein, that are relevant to school safety to individuals designated as school officials and determined to have a legitimate educational interest, including teachers and school resource officers.

Recommendations:

States and Local Communities

- States should examine their state-level student privacy laws to identify protections that go beyond FERPA and may impede schools' and districts' efforts to promote school safety and student well-being. FERPA is not the only student privacy law that can hinder the appropriate sharing of student information in the context of emergency situations. Schools and districts may find that information that could be shared under FERPA may not be shareable under their state student privacy laws.
 - Districts and schools should raise awareness of existing FERPA flexibilities and utilize existing (and forthcoming) trainings through the U.S. Department of Education's Privacy Technical Assistance Center (PTAC). District and school staff can also make recommendations on additional training needs that can support increased awareness and understanding of FERPA requirements by emailing privacyTA@ed.gov. The following are some of the existing PTAC resources:
 1. In 2018, ED published a series of Frequently Asked Questions that clarified FERPA's applicability to photos and video recordings of students, with specific applicability to surveillance videos.
 2. ED has responded to requests from states, school districts, postsecondary institutions, law enforcement agencies, and others for technical assistance on FERPA's requirements and general privacy best practices in the context of school safety.
 3. ED's June 2010 guidance "Family Educational Rights and Privacy Act (FERPA) and the Disclosure of Student Information Related to Emergencies and Disasters," and June 2011 guidance "Addressing Emergencies on Campus," provide detailed explanations of the various exceptions to consent under FERPA that may apply in different safety scenarios.
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2. **The Health Insurance Portability and Accountability Act (HIPAA) and Other Statutory and Regulatory Privacy Protections**

The HIPAA Privacy Rule regulates the sharing of individually identifiable health information known as “protected health information” (PHI).

Mental health and substance use information is highly relevant in the school safety context. The HIPAA Privacy Rule applies to PHI, including mental health information such as substance use disorder (SUD) diagnosis and treatment information. In addition to HIPAA, much substance use disorder diagnosis and treatment information is protected by 42 CFR (Code of Federal Regulations) Part 2, which is regulated by the U.S. Department of Health and Human Services (HHS) Substance Abuse and Mental Health Services Administration (SAMHSA). 42 CFR Part 2 is discussed later in this report.

The HIPAA Privacy Rule establishes a floor of federal privacy protection for PHI held by covered entities and their business associates. However, it does not preempt or replace other federal or state laws that may offer greater privacy protection. Many states or other jurisdictions impose stricter privacy protections than HIPAA, particularly for information considered especially sensitive, such as information related to mental disorder and SUDs. Privacy protections for individuals’ health information are not uniform across the nation, and this is a source of confusion for healthcare entities.

Congress recently considered whether HIPAA interferes with effective communication and treatment for people with serious mental illnesses. It concluded that there is confusion in the healthcare community regarding circumstances under which information can be released under HIPAA. This confusion often hinders communication of information with appropriate caregivers that would support safe and coordinated treatment.

The HIPAA Privacy Rule does not require a covered entity to disclose PHI in its possession. The Privacy Rule permits a covered entity to disclose an individual’s PHI pursuant to his or her authorization or under circumstances and for purposes expressly described in the Privacy Rule.

Covered entities are permitted to share PHI in several circumstances that are relevant to the school safety context. This includes sharing information with law enforcement, public health authorities, parents and other caregivers, and persons in a position to help prevent a serious and imminent harm to health or safety.

For example, providers are permitted to make such disclosures when required by state or federal law or in response to an administrative subpoena or other civil legal process. Providers may also disclose limited information to help identify or locate a suspect, witness, or missing person; and about individuals who are suspected to be or who are victims of crime. In general, school employees are not providers under HIPAA. However, there may be certain situations where a school employee (such as a nurse or counselor) is a health provider, and in that case HIPAA may apply.

Covered entities may disclose PHI to public health authorities for public health activities (45 CFR 164.512(b)), which could include violence prevention initiatives or state law requirements to report child abuse or neglect.

The Privacy Rule generally treats parents as “personal representatives” of their minor children. Personal representatives generally have the authority to act on behalf of the minor child when providing consent to share information under HIPAA. Providers can decide not to treat a parent as a personal representative if, for example, they have concerns that doing so might put the child’s safety at risk.

The HIPAA Privacy Rule also permits healthcare providers and other covered entities to share PHI with persons involved in the care or payment for care of individuals who are not able to agree or object to the disclosure (e.g., due to a mental health crisis). This is based on the entity’s judgment that sharing PHI is in the best interests of the patient. Under these circumstances, the recipients of the information may include family members, such as parents of children who are no longer minors.

Providers and other covered entities may disclose patient PHI to avert a serious and imminent threat to the health or safety of the patient or others when they have a good faith belief that such a disclosure is necessary to prevent or lessen the threat. Under these circumstances, providers may alert those persons they believe are reasonably able to prevent or lessen the threat. This includes law enforcement, school officials, teachers, parents, friends, school counselors, or anyone reasonably able to help avert the harm. The disclosure must be made in good faith and be consistent with applicable law and standards of ethical conduct.

With respect to records held by schools, HIPAA excludes individually identifiable information in “education records” covered by the Family Educational Rights and Privacy Act (FERPA) and certain “treatment records” of eligible students from the definition of PHI. In most cases, therefore, records created by a school nurse or other school health professional (including those that are HIPAA-covered entities) are not subject to the HIPAA Privacy Rule.

When HIPAA does apply in school settings and for PHI related to minor children, HHS Office for Civil Rights (OCR) guidance and resource materials help clarify the circumstances when providers may disclose information to parents.

Confidentiality of substance use disorder patient records

The Part 2 regulations apply to any federally assisted program that identifies itself as a substance use disorder (SUD) program providing treatment services. The regulations require that treatment records identifying a patient as having or having had a SUD be confidential and only disclosed under expressly authorized circumstances.¹⁶ In general, a SUD treatment program that is subject to Part 2 must obtain written patient consent before disclosing patient-identifying information. Once this information is disclosed, re-disclosure is not permitted unless expressly permitted by the written consent of the

patient or unless otherwise permitted under Part 2. Certain exceptions to the written consent requirement are permitted under Part 2, such as disclosures for research, medical emergency, and audit and evaluation purposes.

Recommendations

States and Local Communities

- State and local healthcare providers should ask patients to identify any family members or other helpers or caregivers involved in their care before an emergency occurs so the providers know not only who to notify in an emergency situation, but also who to call about their care.
- To prepare for potential emergency circumstances, schools, healthcare providers, and others affected by the HIPAA Privacy Rule should familiarize themselves with the OCR guidance described above (as well as other applicable law and professional ethical standards) before an emergency occurs.

J. Cyber Security & Risk

The White House Federal Commission on School Safety did not examine or offer any recommendations for states and local communities related to cyber security and risk.

K. Other

1. Active Shooter Preparedness and Mitigation

Recommendations:

States and Local Communities:

Reports prepared in the aftermath of school shootings have universally recognized the value of preparing for a potential active shooter incident and other mass casualty events through training, planning, and related strategies.

The unique characteristics of K–12 school environments, including campus layout and building design, present complex challenges to active shooter planning. Therefore, approaches to address active shooter incidents at schools must be specific to each school's unique environment. Numerous factors should inform the design of a school's active shooter preparedness program. They include the following.

- **Age:** Students in grades K–12 typically range in age from five to 19, presenting unique challenges for each age group. Elementary students, for example, are unable to understand and respond to an incident in the same manner as a high school student. Therefore, age is often an important consideration in how to discuss awareness campaigns and response methods with students. While the “Run, Hide, Fight” approach for reacting to active shooter incidents is widely taught nationwide, the “Fight” portion of the campaign may not be appropriate for all age groups and may require modification to ensure younger students better understand, respond, and react to an active shooter. Federal, state, and local governments as well as associations and nonprofits have developed approaches tailored for children to respond to active shooter incidents. Individual levels may vary due to the unique developmental, cultural, educational, and personal profiles within a community or classroom. School communities and parents, in partnership, should consider the individual psychological backgrounds and educational needs of students when determining awareness levels as well as appropriate education and training.
- **School Design:** A school's design will have a great impact on how it prepares to prevent, protect, mitigate, respond to, and recover from active shooter incidents. Suburban schools often have campus-style environments with multiple buildings, while urban schools tend to consist of single multi-level buildings. Campus-style schools can be more difficult to secure, as the dispersed school buildings are exposed to attacks from multiple directions. A more compact organization of buildings or a single building provides for more streamlined surveillance and access control.¹⁵ The level of security in individual classrooms (e.g., strength of classroom doors and locks, presence or absence of windows with lines of sight)

may influence decisions on active shooter preparedness, as can the existence or absence of layers of security to delay potential attackers.

- **Student Background and Special Needs:** Students come from a variety of family, cultural, and medical disabilities and medical history backgrounds. This presents additional considerations for school safety and security. According to the most recent data provided by the National Center for Education Statistics, approximately 4.8 million public school students identify as English language learners, and 6.7 million students received special education services in 2015. Active shooter awareness and response communications, training, and planning should take language differences and disabilities into consideration to include the entire student population.
- **Laws and Policies:** Schools may need to follow different rules than businesses when implementing security policies. Schools are not only responsible for training and keeping students safe, but also for leading students in an emergency. State and local laws as well as school policies concerning security and response vary nationwide, and schools should be aware of the regulatory responsibilities imposed upon them in their jurisdictions.

Through its various engagements with school safety and security stakeholders, the Commission identified a variety of elements and approaches that experts routinely recommend schools incorporate when developing their active shooter preparedness and mitigation program. These include physically hardening the school, engaging in community planning, encouraging and facilitating the reporting of suspicious behavior, conducting training and exercises, maintaining and testing effective communications systems, and establishing threat assessment teams. Each of these key elements are summarized below.

- **School Hardening:** There are several core parts of a comprehensive active shooter preparedness strategy. They include security measures that help control access to the school and its campus, physically strengthen the building, and seek to create secure spaces within classrooms where students and teachers can shelter in the case of an active shooter. These measures can deter an attacker from initiating an attack, protect individuals during an attack, and delay the attacker to allow additional time for local law enforcement to respond.
- **Community Planning:** As of the 2015–2016 school year, 92.4 percent of public schools reported having written plans to address a shooting on campus. It is beneficial for schools to establish safety planning teams that include school administrators, teachers, parents, students, and other community partners. This approach ensures a multi-disciplinary, multi-perspective methodology that reflects the community's values, priorities, and unique needs, thereby increasing the chances of implementation success. Whole community planning should happen concurrently, and be coordinated, at the school district and individual school levels.
- **Identification and Reporting of Suspicious Behavior:** Physical protection measures only go so far when it comes to preventing an active shooter incident. Potential warning signs are not always the result of a direct threat—more often,

there is observable conduct that could signal a threat. Detecting and addressing concerning behavior, thoughts, or statements can prevent active shooter situations from occurring.

- Training and Exercises: It is widely agreed that a robust training and exercise program is essential to successfully addressing the complex active shooter threat. Law enforcement and school officials should train together to respond to emergencies.
 - a) Active shooter training for students should be age-appropriate and consist of prevention, situational awareness, and response training. School administrator and teacher training should include tabletop exercises (i.e., group exercises that do not involve hands-on practice or fieldwork, but rather are intended to generate discussion of issues surrounding a hypothetical, simulated emergency) with school safety and security teams. When possible and age-appropriate, response training for school administrators, teachers, and students should involve role-play, scenario-based training that simulates a real-life active shooter incident requiring quick decision-making. To the extent possible, all active shooter trainings, especially those related to responding to and recovering from an active shooter incident, should be trauma-informed.
 - b) In addition to active shooter training, it is important for school staff and students to be trained on and follow appropriate security protocols.
- Communication Systems and Protocols: The ability to communicate quickly and effectively often is central to a successful response to an active shooter incident. This includes the ability of school staff or students to quickly inform law enforcement of an active shooter situation, thus initiating the law enforcement response; the ability to quickly alert staff, students, and other members of the community of an ongoing active shooter situation in order to initiate a lock down, evacuation, or other appropriate action; and the ability for law enforcement to communicate among themselves and with the school as necessary during a response. Unfortunately, there are “communication-related problems that impede law enforcement during all tragedies, including [the Parkland school shooting].” These may include outdated or insufficient communications equipment (e.g., radios or phones that do not receive signals inside school buildings), lack of training on existing communications equipment or protocols, and a lack of interoperability between the communications equipment possessed by first responder organizations and the school.
 - In regards to notifying law enforcement of an active shooter, Sheriff Tim Troyer told the Commission that calls to 911 typically occur two to three minutes after the start of an attack. As was the case in Parkland, 911 calls are often indirect calls (e.g., made by parents of students who had called their parents rather than law enforcement).²⁸ In order to reduce this delay in notification, Troyer recommended that schools implement mechanically simple means of notification that contact the 911 center directly. One school accomplishes this by having teachers wear an emergency fob

around their neck that they can press in the event of an active shooter incident, immediately triggering a school-wide alarm and notifying law enforcement.

- Schools should consider establishing, maintaining, testing, and training on communication technology and protocols (e.g., emergency alerts, mass notifications, intercom announcements) that can alert both staff and students, as well as parents and the broader local community, of an active shooter situation. Within schools, it is best if alerts are both audible and visual, and can be seen and heard throughout the entire school grounds.
- Finally, schools should consider working with local law enforcement to test, drill, and exercise the communications equipment first responders will be using during a response to ensure its adequacy. Often, the hardened physical construction of school buildings can make radio or phone communication within the school buildings difficult. Communications equipment that does not properly function within the school will be of extremely limited value during a response. Additionally, interoperability of communications equipment, which was a problem during the 9/11 attacks, remains a problem today. For instance, during the response to the Parkland shooting, a lack of interoperable equipment forced law enforcement to resort to hand signals. States and localities can take action to help address these concerns.
- Threat Assessments: Numerous witnesses stressed to the Commission the importance of schools establishing threat assessment teams. Threat assessment teams are most effective if they are multi-disciplinary and include a diverse group of stakeholders, such as school counselors, school resource officers, teachers, and school administrators. Parents and students are not typically part of the threat assessment team, as personal and confidential information about a student is often discussed.

Active shooter preparedness training, exercises, and workshops

Training for active school shooter scenarios should be designed with the audience receiving the training in mind, whether they are students, teachers and school administrators, or law enforcement officers.

Students: While there is some disagreement over whether it is appropriate to subject students to active shooter training, as school shootings become more prevalent, more schools are opting to drill their students on how to respond to an active shooter situation. According to a 2016 U.S. Government Accountability Office report, an estimated 67 percent of school districts conduct active shooter drills involving their students. Whether or not to conduct active shooter drills with the student population is something each community must determine for itself. For those that do elect to conduct active shooter drills with students, they should ensure that the training is age-appropriate and designed in a manner not to unduly traumatize any of the participants.

Staff: All schools should consider providing active shooter training to teachers and other on-site personnel. The most effective way to train staff to respond to an active shooter situation is to conduct mock active shooter training exercises. Local law enforcement is an excellent resource in designing training exercises. Training should include discussions on recognizing the sound of gunshots, the “Run, Hide, Fight” or similar approach used in the school, calling 911, reacting when law enforcement arrives, and adopting a survival mindset during times of crisis.

Some school districts have developed videos to supplement training for school staff. Videos can also reinforce other school safety practices.

Both the U.S. Department of Homeland Security Federal Emergency Management Agency’s (FEMA) Emergency Management Institute and the U.S. Department of Education’s Readiness and Emergency Management for Schools (REMS) Technical Assistance Center provide a variety of training programs for school staff and other members of the school community on how to prepare for emergencies at schools. They include “Preparing for Emergencies—What School Staff Need to Know,” “Multi-Hazard Emergency Planning for Schools,” “Developing Emergency Operations Plans K–12 101,” and “Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship.” Most of these courses provide instruction applicable to both natural and human-caused events, including active shooter situations.

Law Enforcement Officers: Both the U.S. Department of Homeland Security and the U.S. Department of Justice manage numerous programs to help train federal, state, local, and tribal law enforcement officers for active shooter situations. They include the Department of Homeland Security’s Federal Law Enforcement Training Centers (FLETC) Active Threat and Tactical Medical Training, FEMA Emergency Planning for Schools, the Department of Justice’s Office of Community Oriented Policing Services (COPS) Preparing for Active Shooter Situations (PASS) Training Program, the Federal Bureau of Investigation’s Active Shooter: Managing the Mass Casualty Threat DVD, the Federal Bureau of Investigation’s Crisis Communications Quick Reference Guide and the Federal Bureau of Investigation’s Initial On Scene Command Considerations.

Tactical Emergency Casualty Care/Mass Casualty Response Training: In active shooter situations, providing rapid medical care to the injured is critical. If students and personnel are seriously injured and do not receive aid in a timely manner, they may die before first responders are even able to enter the building. However, if the students and staff around them can provide appropriate first aid, they may buy the injured time. The Tactical Emergency Casualty Care (TECC) framework outlines how best to do this. There are three components to a successful First Care Provider program: policy, training, and equipment.

A number of resources are available to help school districts or individual schools design TECC training programs. They include Tactical Emergency Casualty Care Guidelines

for First Care Providers, You Are the Help Until Help Arrives, Introduction to Tactical Emergency Casualty Care and Stop the Bleed.

Exercises and workshops

Exercises and workshops help evaluate the success of training, maintain optimal levels of performance, and test and evaluate plans. A well-designed exercise provides a low-risk environment to test capabilities, familiarize personnel with roles and responsibilities, and foster meaningful interaction and communication across organizations. Workshops are a type of discussion-based exercise focused on increased participant interaction and focusing on achieving or building a product, such as a report or best practices documentation. Both formats can enhance the security of schools and safety of students across the nation by empowering states and school districts to put their emergency plans.

One of the most commonly used approaches to evaluate active shooter preparedness is through tabletop exercises (TTXs). TTXs are table-based activities typically held in an informal setting and presented by a facilitator. They do not involve hands-on practice or fieldwork, but rather are intended to generate discussion of various issues regarding a hypothetical, simulated emergency. TTXs can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, protection from, mitigation of, response to, and recovery from a defined incident. Delivered in a low-stress environment, the TTX offers participants the opportunity to explore different ideas in the context of a real-world scenario.

When designing TTXs, other exercises, or workshops to evaluate active shooter preparedness, designers should consider following the Homeland Security Exercise and Evaluation Program (HSEEP) approach. HSEEP provides a set of guiding principles for exercise programs, as well as a common approach to exercise program management, design and development, conduct, evaluation, and improvement planning. Principles include using capability-based and objective-driven exercises informed by risk, engaging the whole community, and designing a progressive program with an increasing level of complexity over time. These can help a school or school district develop an effective exercise program. HSEEP also calls for the documentation of strengths, areas for improvement, core capability performance, and corrective actions in an After-Action Report or Improvement Plan. Through improvement planning, organizations take the corrective actions needed to improve plans, build and sustain capabilities, and maintain readiness.

DHS offers a variety of exercises and workshops to assist schools, local law enforcement, and others prepare for active shooter situations. They include Active Shooter: What You Can Do; Campus Resilience Program Tabletop Exercises; and DHS Active Shooter Preparedness Workshop.

Recommendations:

States and Local Communities

- States should consider requiring or providing funding for all school districts and individual schools to develop and (on no less than an annual basis) provide training and exercises on comprehensive active shooter preparedness programs.
- Teacher preparedness is critical to school security, especially in cases of an active shooter. As every state requires teachers to meet certain requirements for certification to teach in their state, it is recommended that states and school districts consider requiring basic school security and/or active shooter preparedness training as part of their state's teacher certification requirements.
- All schools should conduct active shooter training and exercises for staff on a recurring basis as well as age-appropriate active shooter training for students. Exercises might include evaluations that assess the participant's ability to meet exercise objectives and capabilities, and document strengths, areas for improvement, core capability performance, and corrective actions in an After-Action Report or Improvement Plan. Following the exercise, organizations should develop a plan to implement the corrective actions identified during the exercise to improve plans, build and sustain capabilities, and maintain readiness.
- Providing TECC training to school staff and maintaining appropriate, rapidly accessible medical equipment within schools is a proactive means of reducing loss of life in active shooter scenarios and other potential mass casualty incidents. School systems should provide TECC training to school staff or provide funding for school staff to complete TECC training. Schools should review existing medical equipment within the school and, to the extent possible under existing school budget conditions, maintain appropriate medical equipment consistent with the TECC training.
- Effective communication systems and rapid dissemination of information can save lives during an incident or event. Schools should establish and maintain effective communications systems (e.g., one-way intercoms or two-way radios) to rapidly provide alerts, warnings, or other key information during an incident. Schools should test their communications equipment and methods during training and exercises. States and localities should also undertake efforts to ensure interoperability of local law enforcement and school communications equipment.

2. The Transition of Military Veterans and Retired Law Enforcement Officers into New Careers in Education

Military veterans and retired law enforcement officers often have the leadership, experience in high-stress environments, and essential training to help ensure the safety and security of our nation's schools. Many will also possess pedagogical skills—classroom management and real-world experience training others—that can make for highly effective educators. Former service members and police officers stepping into

roles as principals, administrators, teachers, counselors, school resource officers (SROs), and other school-related positions could help foster safety in our schools.

Recommendations:

States and Local Communities:

- States and districts should consider offering incentives and additional resources to recruit veterans and law enforcement officers into careers in education. Policies, programs, and incentives could include:
 - Instituting fast-track application reviews for veteran and law enforcement applicants
 - Collecting and using data on veterans and law enforcement officers, including number of applications, hiring, and retention;
 - Adding preference points to a job candidate's score for relevant military and law enforcement experience;
 - Employing a dedicated hiring officer to recruit and hire veterans and law enforcement officers; and
 - Participating in the U.S. Department of Veteran Affairs GI Bill On-The-Job training and apprenticeship program as a way to attract veteran candidates to school employment positions.
- States should reduce barriers to certification and incorporate appropriate incentives and programs that help veterans and law enforcement officers enter new careers in education. Policies, programs, and incentives could include:
 - Encouraging districts to provide compensation structures that include salary credit for prior military and law enforcement experience;
 - Providing districts with financial incentives to hire significant numbers of veterans and law enforcement officers;
 - Changing state legislation and policies that prevent local agencies from re-hiring certified law enforcement officers because of pension penalties;
 - Establishing a dedicated military veteran and/or retired law enforcement liaison position;
 - Applying for TTT grants and/or establishing a state center designed to conduct outreach and certification support to veterans and law enforcement officers; and
 - Partnering with Department of Defense programs such as Skillbridge and the Army's Career Skills Program.

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Missouri Governor's School Safety Task Force

Final Report

Appendix E

White House Federal Commission on School Safety

Federal Resources for School Safety

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Appendix E : Federal Resources for School Safety

The Commissioners identified select resources published by their agencies that highlight best practices that may be of immediate use to stakeholders at the state and local levels. Federal agencies may have additional resources that could be leveraged to support school safety efforts, and interested parties can contact relevant program offices to inquire further about such options.

Prevent

Guide for Preventing and Responding to School Violence, 2nd Edition, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- The guide addresses both prevention and intervention from a systemic view, clarifying the role of the school, the community, families, law enforcement, and the justice system and how these groups can work together effectively to prevent and respond to school violence. (<http://www.theiacp.org/portals/0/pdfs/schoolviolence2.pdf>)

Police-Mental Health Collaboration Toolkit, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- This toolkit provides resources for law enforcement agencies to partner with mental health providers to effectively respond to calls for service, improve outcomes for people with mental illness, and advance the safety of all. (<https://pmhctoolkit.bja.gov>)

States' Roles in Keeping Schools Safe: Opportunities and Challenges for State School Safety Centers and Other Actors, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This report documents the conclusions of a 2016 stakeholder meeting that assembled representatives from 20 states to discuss state school safety issues. (<https://www.ncjrs.gov/pdffiles1/nij/250608.pdf>)

Preventing School Shootings: A Summary of a U.S. Secret Service Safe School Initiative Report, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This report summarizes a U.S. Secret Service Report that examined the prevention of targeted violence in schools. (<https://www.ncjrs.gov/pdffiles1/jr000248c.pdf>)

Preventing School Violence: Plenary Papers of the 1999 Conference on Criminal Justice Research and Evaluation, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This document puts forward the main points of a research forum on preventing school violence, co-sponsored by a variety of OJP offices. (<https://www.ncjrs.gov/pdffiles1/nij/180972.pdf>)

School-Based Bullying Prevention, Model Programs Guide, Office for Juvenile Justice and Delinquency, Office of Justice Programs, U.S. Department of Justice.

- This is a school-based bullying prevention research literature review (<https://www.ojjdp.gov/mpg/litreviews/Bullying.pdf>) and program implementation guide (<https://www.ojjdp.gov/mpg-iguides/topics/bullying/index.html>).

School Violence Prevention Program (SVPP), Office of Community Oriented Policing Services, U.S. Department of Justice.

- This program makes competitive awards to states, county and local districts to support coordination with law enforcement on training to prevent student violence; fund deterrent hardware; and implement technology for expedited emergency notification. (<https://cops.usdoj.gov/svpp>)

Addressing the Risk of Violent Behavior in Youth, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This PowerPoint presentation will help teachers and school personnel identify behaviors and other signs that could result in youth violence. The material is intended as a general guide regarding what is known about risk and protective factors and the warning signs that are associated with a risk of violent behavior. The purpose is to inform and help classroom teachers, counselors, and other staff understand the basic facts about youth violence. This useful tool also addresses the protective factors that reduce the risk of violent behavior. (<https://safesupportivelearning.ed.gov/addressing-risk-violent-behavior-youth-know-signs-youth-violence-and-how-identify-and-reduce-risk>)

SAMHSA grants, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- Below are some examples of the school and/or child/adolescent/youth focused grants that were announced in fiscal year 2018.
 - [Project AWARE \(Advancing Wellness and Resiliency in Education\)](#)
 - [Mental Health Awareness Training \(MHAT\) Grants](#)
 - [Garrett Lee Smith Campus Suicide Prevention Grants](#)
 - [Healthy Transitions: Improving Life Trajectories for Youth and Young Adults with Serious Mental Disorders Program](#)
 - [Community Programs for Outreach and Intervention with Youth and Young Adults at Clinical High Risk for Psychosis](#)
 - [Infant and Early Childhood Mental Health Grant Program](#)
 - [Drug-Free Communities \(DFC\) Support Program](#)

School Climate

Student Support and Academic Enrichment, Office of Safe and Healthy Students, U.S. Department of Education.

- Title IV, Part A of the Elementary and Secondary Education Act is the Student Support and Academic Enrichment (SSAE) program. The SSAE program is intended to improve students' academic achievement by increasing the capacity of states, school districts, and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to enhance academic achievement and digital literacy of all students. (<https://safesupportivelearning.ed.gov/ESSA-TitleIVPartA-SSAE>)
- More information about how states subgrant these funds to districts is included in the "Non-Regulatory Guidance Student Support and Academic Enrichment Grants." (<https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf>)

School Climate Improvement Resource Package, Office of Safe and Healthy Students, U.S. Department of Education and National Center on Safe Supportive Learning Environments (2016).

- This resource package contains a set of guides and reference manuals to improve school climate. Resources include information about planning for improvements, collecting and analyzing data, identifying and implementing interventions, and monitoring and evaluating such efforts. Guides contain action steps for district and school administrators, teachers and school staff, students, and community partners. (<https://safesupportivelearning.ed.gov/scirp/about>)

School Climate Transformation Grants, U.S. Department of Education.

- The U.S. Department of Education provides funding to school districts and states to support schools implementing an evidence-based multi-tiered behavioral framework (such as positive behavior and intervention supports) for improving behavioral outcomes and learning conditions for all students. (<https://www2.ed.gov/programs/schoolclimatelea/index.html>)

School Climate Surveys, U.S. Department of Education.

- The U.S. Department of Education developed the high-quality, customizable ED School Climate Surveys (EDSCLS) and associated web-based platform. The EDSCLS allows states, local districts, and schools to collect and act on reliable, nationally-validated school climate data in real-time. (<https://safesupportivelearning.ed.gov/edscls>)

Positive Behavioral Interventions & Supports: Technical Assistance Center, U.S. Department of Education.

- The Technical Assistance Center on PBIS helps schools, districts, and states build systems capacity for implementing a multi-tiered approach to social, emotional and behavioral support that can improve school climate, safety, and academic outcomes for all students, including students with disabilities and students from under-represented groups. (<https://www.pbis.org/>)

Center to Improve Social and Emotional Learning and School Safety, U.S. Department of Education.

- The Center to Improve Social and Emotional Learning and School Safety provides technical assistance to states and districts in the implementation of evidence-based programs and practices in social and emotional learning. (<https://www.federalregister.gov/documents/2018/05/16/2018-10474/applications-for-new-award-center-to-improve-social-and-emotional-learning-and-school>).

National Center on Safe and Supportive Learning Environments, U.S. Department of Education.

- The National Center on Safe Supportive Learning Environments offers information and technical assistance to states, districts, schools, institutions of higher learning, and communities focused on improving student supports and academic enrichment. The center also supports state and local efforts to implement the Title IV-A SSAE program previously described, which can help with the following: 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, including school climate and safety, and 3) enhance the use of technology so all students have the opportunity to realize academic success and digital literacy in safe and supportive learning environments. (<https://safesupportivelearning.ed.gov/>)

Project Prevent, U.S. Department of Education.

- This program provides funding to school districts to increase their capacity to identify, assess, and serve students exposed to pervasive violence, helping to ensure that affected students are offered mental health services for trauma or anxiety; support conflict resolution programs; and implement other school-based violence prevention strategies. (<https://www2.ed.gov/programs/projectprevent/index.html>)

School Connectedness: Strategies for Increasing Protective Factors Among Youth, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services.

- School connectedness—the belief held by students that adults and peers in the school care about their learning as well as about them as individuals—is an important protective factor. This webpage contains fact sheets and training materials on strategies for increasing school connectedness for school administrators, teachers, and families. (https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)

Parent Engagement in Schools, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services.

- *Parent engagement in schools* is defined as parents and school staff working together to support and improve the learning, development, and health of children and adolescents. Parent engagement in schools is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage parents in meaningful ways, and parents are committed to actively supporting their children's and adolescents' learning and development. Engaging parents in their children's school life is a promising protective factor. This webpage includes strategies and fact sheets for increasing parent engagement in schools. (https://www.cdc.gov/healthyyouth/protective/parent_engagement.htm)

Creating and Sustaining a Positive and Communal School Climate: Contemporary Research, Present Obstacles, and Future Directions, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This report puts forward four recommendations for creating and sustaining a positive and communal school environment. (<https://www.ncjrs.gov/pdffiles1/nij/250209.pdf>)

Development of a Standard Model for School Climate and Safety Assessment, Office for Juvenile Justice and Delinquency, Office of Justice Programs, U.S. Department of Justice.

- The purpose of this project was to develop a standard model for the assessment of school climate and safety guided by authoritative school climate theory. (<https://www.ncjrs.gov/pdffiles1/ojjdp/grants/251102.pdf>)

Bullying and Cyberbullying

Readiness and Emergency Management for School (REMS) Technical Assistance Center Fact Sheets. Office of Safe and Healthy Students, U.S. Department of Education, and Readiness and Emergency Management for Schools Technical Assistance Center (2017).

- The Prevention for Schools and School Districts Fact Sheet describes “prevention” and the role it plays in school preparedness including examples of prevention activities, steps for integrating prevention into emergency planning, and key resources for schools and school districts. (https://rem.ed.gov/Docs/Prevention_Fact_Sheet_508C.pdf)

- The Cyber Safety Considerations for K–12 Schools and School Districts Fact Sheet includes information on the most common online threats facing students, including cyberbullying. The fact sheet describes how school and school district administrators can prepare and respond to online threats. (https://rem.s.ed.gov/docs/Cyber_Safety_K-12_Fact_Sheet_508C.PDF)

Electronic Media and Youth Violence: A CDC Issue Brief for Educators and Caregivers, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services.

- This brief focuses on the phenomena of electronic aggression, which is any kind of aggression perpetrated through technology—any type of harassment or bullying (teasing, telling lies, making fun of someone, making rude or mean comments, spreading rumors, or making threatening or aggressive comments) that occurs through email, a chat room, instant messaging, a website (including blogs), or text messaging. (<https://www.cdc.gov/violenceprevention/pdf/ea-brief-a.pdf>)

KnowBullying app, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This SAMHSA-developed app helps parents and educators start conversations with children; provides tips and strategies for children, youth, and teens; and teaches the warning signs of bullying or being bullied. (<https://store.samhsa.gov/apps/knowbullying/>)

Prevent Bullying, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services. This website provides general information on bullying, such as definitions of bullying and tools to prevent bullying in schools. (<http://www.cdc.gov/features/prevent-bullying/>)

Stopbullying.gov, U.S. Department of Health and Human Services.

- This website contains resources for youth, parents, schools, and others to better understand bullying and cyberbullying, including the warning signs, those particularly at risk, and prevention tips. (<https://www.stopbullying.gov/>)
- Take Action Today: How Families and Students Can Take the Lead in Creating Safer School Environments (<https://www.stopbullying.gov/blog/2014/09/16/take-action-today-how-families-and-students-can-take-lead-creating-safer-school.html>)

Bullying Prevention for Parents, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services.

- This podcast discusses the crucial role parents play in bullying prevention. (<https://tools.cdc.gov/medialibrary/index.aspx#/media/id/304116>)

MedlinePlus, U.S. Department of Health and Human Services.

- This website provides resources that inform users of the warning signs of bullying, prevention and risk factors, and how to help children deal with bullying. (<https://medlineplus.gov/bullying.html>)

Impact of Cyberbullying: Addressing the Needs of Children and Youth, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This YouTube video reviews ways to help parents, caregivers, and educators better understand the issue of cyberbullying and the mental health needs of both the young person being bullied, and the young person initiating the bullying. (<https://www.youtube.com/watch?v=IUjxqh0ZC0I&t=3s>)

Mental Health

MentalHealth.gov resources for educators, U.S. Department of Health and Human Services.

- This site provides general information for educators regarding warning signs for mental health issues, how to respond to mental health issues in schools, and how to access crisis support and other mental health services. (<https://www.mentalhealth.gov/talk/educators>)

Addressing Emotional and Behavioral Issues in K–5 Classrooms, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This YouTube video addresses the topic of identifying and managing behavioral health concerns in elementary school classrooms. (https://www.youtube.com/watch?v=uMHn_E5cR4)

Addressing Mental Health Concerns in College, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This YouTube video addresses the topic of mental and substance use disorders among college students. (<https://www.youtube.com/watch?v=PfIFLG5yY38>)

Supporting Young Adults with Mental Health Difficulties in Post-Secondary Education, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This YouTube video focuses on supporting young people with mental health difficulties—including co-occurring substance abuse—who are engaged in post-secondary education. Presenters provide an overview of trends in college attendance of young adults with mental health difficulties and the challenges of living away from home while working toward recovery. (https://www.youtube.com/watch?time_continue=3&v=zMmS4PU1eNI)

Finding Help, Finding Hope: What to Do If You Think Your Child May Have a Mental Health Problem, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This YouTube video focuses on how parents and caregivers can actively engage in their child's behavioral health care, as well as identify available resources that can help the entire family thrive. (<https://www.youtube.com/watch?v=PRlxmmdsH8Y&feature=youtu.be>)

Mental Health Awareness Training Grants, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- These grants train individuals to recognize the signs and symptoms of mental disorders, particularly serious mental illness; establish links with school-and/or community-based mental-health agencies for referrals; train emergency services personnel and others to identify people with a mental disorder; employ crisis de-escalation techniques; and educate individuals about resources available in the community for individuals with a mental disorder. (<https://www.samhsa.gov/grants/grant-announcements/sm-18-009>)

School-based health centers, Health Resources and Services Administration, U.S. Department of Health and Human Services.

- These centers are the center of health in the schools in which they are based. Services include primary medical care, mental/behavioral health care, dental/oral health care, health education, substance abuse counseling, case management, and nutrition information. Approximately 20 percent of these centers receive funding through the Health Resources and Services Administration's Health Center Program. (<https://www.hrsa.gov/our-stories/school-health-centers/index.html>)

Project LAUNCH Grant Program (birth–eight years), Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- The purpose of Project LAUNCH (Linking Actions for Unmet Needs in Children's Health) is to promote the well-being of young children by addressing the physical, social, emotional, cognitive, and behavioral aspects of their development (<https://healthysafechildren.org/grantee/project-launch>)

Infant and Early Childhood Mental Health Grant Program (birth–12 years), Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This program addresses children who are at risk for, show early signs of, or have been diagnosed with a mental illness including a serious emotional disturbance. The purpose of this program is to improve outcomes for these children by developing, maintaining, or enhancing infant and early childhood mental health promotion, intervention, and treatment services. (<https://www.samhsa.gov/grants/grant-announcements/sm-18-018>)

The Center of Excellence for Infant and Early Childhood Mental Health Consultation (IECMHC), Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- The Center of Excellence for IECMHC helps communities support the success of the next generation by increasing access to evidence-based IECMHC—an approach that pairs mental health professionals with people who work with young children and their families. (<https://www.samhsa.gov/iecmhc>)

System of Care (SOC) Expansion and Sustainability Cooperative Agreements (birth–21 years), Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- The SOC grants provide services to improve behavioral health outcomes for children and youth with serious emotional disturbances and their families. This program creates sustainable infrastructure and services that are required as part of the Children's Mental Health Initiative. (<https://www.samhsa.gov/grants/grant-announcements/sm-16-009>)

Project Advancing Wellness and Resilience Education (AWARE) Grant Program, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This program promotes youth mental health awareness among schools and communities and improves connections to services for school-aged youth. (<https://www.samhsa.gov/nitt-ta/project-aware-grant-information>)

Safe Schools/Healthy Students (SS/HS) Grant Program, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This program is a collaborative effort and comprehensive model to promote mental health among students and create safe and secure schools. (<https://www.samhsa.gov/safe-schools-healthy-students>)

Healthy Transitions Grant Program, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- The *Now Is the Time* Healthy Transitions grant program improves access to treatment and support services for 16- to 25-year-olds who have, or are at risk of developing, a serious mental health condition. (<https://www.samhsa.gov/nitt-ta/healthy-transitions-grant-information>)

Clinical High Risk for Psychosis Grant Program, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- The purpose of this program is to identify youth and young adults, not more than 25 years old, at clinical high-risk for psychosis and provide evidence-based interventions to prevent the onset of psychosis or lessen the severity of psychotic disorder. (<https://www.samhsa.gov/grants/grant-announcements/sm-18-012>)

The Role of Adverse Childhood Experiences in Substance Abuse and Related Behavioral Health Problems, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This overview of the Adverse Childhood Experiences (ACEs) Study includes findings on the role of ACEs in substance use and related behavioral health problems. (<https://www.samhsa.gov/capt/tools-learning-resources/aces-substance-abuse-behavioral-health>)

A Critical Look at Intergenerational Trauma and Substance Misuse: Implications for Prevention, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This webinar offers an introduction to intergenerational trauma and its link to substance misuse and explores ways for prevention practitioners to support and implement trauma-informed prevention approaches. (<https://www.samhsa.gov/capt/tools-learning-resources/critical-look-intergenerational-trauma-substance-misuse-implications>)

Trauma & Adverse Childhood Experiences: Implications for Preventing Substance Misuse, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This webinar outlines SAMHSA's comprehensive approach to trauma-informed care, highlighting the mechanisms by which trauma and ACEs influence substance misuse and related behavioral health problems. (<https://www.samhsa.gov/capt/tools-learning-resources/trauma-adverse-childhood-experiences-implications-preventing-substance>)

Improving the Behavioral Health of Boys and Young Men of Color: Addressing Data Challenges, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This webinar discusses the prevalence of health disparities among boys and young men of color and how programs can strengthen their protective factors. (<https://www.samhsa.gov/capt/tools-learning-resources/improving-behavioral-health-boys-color-data>)

Youth.gov, U.S. Department of Health and Human Services.

- This program directory features evidence-based programs whose purpose is to prevent and/or reduce delinquency or other problem behaviors in young people. Youth.gov is composed of representatives from twenty federal agencies, including HHS. (<https://youth.gov/>)

Increasing Effectiveness of Providers for Child Victims of Violence, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.

- This training session was designed for mental health professionals. (<https://www.ovcttac.gov/views/TrainingMaterials/dsplncEffectProv.cfm>)

Violence Prevention

School Violence: Prevention Tools and Resources, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services.

- This page provides various tools developed by CDC to help us understand and effectively prevent school violence, including the factors that increase or decrease the likelihood of school violence and what prevention strategies work. (<https://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/tools.html>)

Crime Prevention Through Environmental Design (CPTED) School Assessment (2017), Centers for Disease Control and Prevention, U.S. Department of Health and Human Services.

- This school assessment can be used to rate the physical attributes of a school and provide specific indicators where protective measures are lacking. (<https://stacks.cdc.gov/view/cdc/46282>)

A Comprehensive Technical Package for the Prevention of Youth Violence and Associated Risk Behaviors;

Centers for Disease Control and Prevention, U.S. Department of Health and Human Services.

- This technical package represents a select group of strategies based on the best available evidence to help communities and states sharpen their focus on prevention activities with the greatest potential to prevent youth violence and its consequences. These strategies include promoting family environments that support healthy development; providing quality education early in life; strengthening youth's skills; connecting youth to caring adults and activities; creating protective community environments; and intervening to lessen harms and prevent future risk. The strategies represented in this package include those with a focus on preventing youth violence from happening in the first place as well as approaches to reduce the immediate and long-term harms of youth violence in order to prevent future violence. (<https://www.cdc.gov/violenceprevention/pdf/yv-technicalpackage.pdf>)

Youth Violence: Using Environmental Design to Prevent School Violence (2016), Centers for Disease Control and Prevention, U.S. Department of Health and Human Services.

- This website provides an overview of how CPTED can be incorporated at schools to help manage access to all school areas and minimize opportunities for out-of-sight activities. (<https://www.cdc.gov/violenceprevention/youthviolence/cpted.html>)

National Summits on Preventing Multiple Casualty Violence Reports, Federal Law Enforcement Training Centers (FLETC), U.S. Department of Homeland Security.

- These reports summarize the outcomes of summits hosted by FLETC that brought together experts from a variety of disciplines, including law enforcement, academic education, social sciences, private security, and emergency management to develop cross-cutting prevention strategies and a framework for a prevention toolkit adaptable to individual communities. (<https://www.fletc.gov/summits-preventing-multiple-casualty-violence>)

Preventing Violent Extremism in Schools, Office of Partner Engagement, Federal Bureau of Investigation, U.S. Department of Justice.

- This booklet was designed to educate school personnel about at-risk behaviors and activities that assist students with reducing social/psychological commitment to violence as a method of resolving a grievance. (<https://info.publicintelligence.net/FBI-PreventingExtremismSchools.pdf>)

Violence Among Middle School and High School Students: Analysis and Implications for Prevention, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This "Research in Brief" summarizes conclusions drawn from in-depth interviews with students at risk of violence in schools. (<https://www.ncjrs.gov/pdffiles/166363.pdf>)

Violence Prevention in Schools: Enhancement Through Law Enforcement Partnerships, Federal Bureau of Investigation, U.S. Department of Justice (March 2017).

- This report includes practical advice gathered from experienced school resource officers (SROs) on how law enforcement, schools, and school districts can work together to keep schools safe. The report includes best practices on choosing an SRO, necessary training and resources, improving school climate, and developing threat assessment teams. (<https://www.fbi.gov/file-repository/violence-prevention-in-schools-march-2017.pdf/view>)

Face Recognition Policy Development Template for Use in Criminal Intelligence and Investigative Activities, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- The Facial Recognition Template was developed by state, local, and federal law enforcement, privacy, and criminal justice partners to provide law enforcement, fusion centers, and other public safety agencies with a framework for developing face recognition policies that comply with applicable laws, reduce privacy risks, implement minimum required training for authorized users and examiners, and establish entity accountability and oversight. (<https://www.it.ojp.gov/GIST/1204/Face-Recognition-Policy-Development-Template-For-Use-In-Criminal-Intelligence-and-Investigative-Activities>)

Threat Assessments

Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence (2018), U.S. Secret Service, U.S. Department of Homeland Security.

- This guide, produced by the U.S. Secret Service National Threat Assessment Center, provides actionable steps that schools can take to develop comprehensive targeted violence prevention plans. (https://www.secretservice.gov/data/protection/ntac/USSS_NTAC_Enhancing_School_Safety_Guide_7.11.18.pdf)

REMS Technical Assistance Center School Behavioral Threat Assessments: An Introduction, U.S. Department of Education.

- The REMS Technical Assistance Center offers a one-day Train-the-Educator training designed to familiarize schools and school districts with school behavioral threat assessments in preventing and reducing targeted violence at K–12 schools. Topics covered include how a threat assessment team can be integrated into the broader framework of school safety, security, emergency management, and preparedness put forth in the Guide for Developing High-Quality School Emergency Operations Plans (School Guide) referenced above. (https://rems.ed.gov/Docs/Threat_Assessment_Website_Marketing_Flyer_508C.pdf)

The School Shooter: A Threat Assessment Perspective, Behavioral Analysis Unit, Federal Bureau of Investigation, U.S. Department of Justice.

- In response to the 1999 attack at Columbine High School, the FBI’s Behavioral Analysis Unit (BAU) convened a symposium of educational, law enforcement, and mental health experts. This unprecedented effort resulted in the production of an operational manual to assist in the prevention of school shootings. The manual identified best practices for K–12 schools to detect and mitigate targeted violence and remains a foundational guide for all community safety stakeholders. (<https://www.fbi.gov/file-repository/stats-services-publications-school-shooter-school-shooter/view>)

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, U.S. Secret Service and U.S. Department of Education.

- This report sets forth a process for identifying, assessing, and managing students who may pose a threat of targeted violence in schools. (<https://rems.ed.gov/docs/ThreatAssessmentinSchools.pdf>)

Campus Attacks: Targeted Violence Affecting Institutions of Higher Education, U.S. Secret Service, U. S. Department of Education, and Federal Bureau of Investigation (April 2010).

- This report includes findings from a review of 272 incidents of violence that affected institutions of higher education (IHEs) between 1900 and 2008. The report’s goal is to help threat assessment and campus safety professionals charged with identifying, assessing, and managing the risk of violence at IHEs. (https://rems.ed.gov/docs/CampusAttacks_201004.pdf)

If You See Something, Say Something®, U.S. Department of Homeland Security.

- “If You See Something, Say Something®” is a national campaign that raises public awareness of the indicators of terrorism and terrorism-related crime, as well as the importance of reporting suspicious activity to state and local law enforcement. This campaign has partnered with a number of schools to raise student and teacher awareness and encourage reporting of suspicious activity. (<https://www.dhs.gov/see-something-say-something>)

Nationwide Suspicious Activity Reporting Initiative, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- The Nationwide Suspicious Activity Reporting (SAR) Initiative (NSI) is a joint collaborative effort by the U.S. Department of Homeland Security, the Federal Bureau of Investigation, and state, local, tribal, and territorial

law enforcement partners. This initiative provides law enforcement with another tool to help prevent terrorism and other related criminal activity by establishing a national capacity for gathering, documenting, processing, analyzing, and sharing SAR information. (<https://nsi.ncirc.gov>)

Making Prevention a Reality: Identifying, Assessing, and Managing the Threat of Targeted Attacks, Behavioral Analysis Unit, Federal Bureau of Investigation, U.S. Department of Justice.

- Recognizing the importance of threat assessment and threat management in the mitigation of school and active shooters, the BAU convened a panel in 2015 of domestic and international experts in targeted violence for the purpose of creating an operational guide. In 2017, the BAU released this instructional handbook for schools, colleges, businesses, and houses of worship on initiating threat assessment teams, managing persons of concern, and implementing strategic threat management plans for potentially violent individuals. (<https://www.fbi.gov/file-repository/making-prevention-a-reality.pdf/view>)

Early Warning, Timely Response: A Guide to Safe Schools, Office for Juvenile Justice and Delinquency, Office of Justice Programs, U.S. Department of Justice.

- This guide presents a brief summary of the research on violence prevention and intervention and crisis response in schools. It tells school communities what to look for (the early warning signs that relate to violence and other troubling behaviors) and what to do (the action steps that school communities can take to prevent violence and other troubling behaviors, to intervene and get help for troubled children, and to respond to school violence when it occurs). (<https://www.ncjrs.gov/pdffiles1/172854.pdf>)

Real-Time and Open Source Analysis (ROSA) Resource Guide, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- The resource guide was developed to assist law enforcement agencies and fusion centers in understanding the lawful and appropriate use of open source information, focusing on social media. It is designed to help law enforcement agencies and analytic personnel understand the potential tools and resources available to support law enforcement operational and analytic activities. (<https://www.it.ojp.gov/GIST/1200/Real-Time-and-Open-Source-Analysis--ROSA--Resource-Guide>)

STOP School Violence Threat Assessment and Technology Reporting Program, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- This program provides funding for the development and operation of school threat assessments and crisis intervention teams, and the development of technology for local or regional anonymous reporting systems. (<https://www.bja.gov/Programs/STOP-School-Violence-Act.html>)

Resource Libraries and Data Sources

What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education.

- This clearinghouse reviews existing research on programs, products, practices, and policies in education. Administrators and teachers may find the clearinghouse especially helpful in choosing evidence-based programs, which may include programs such as character education. (<https://ies.ed.gov/ncee/wwc/>)

Averted School Violence Database, Office of Community Oriented Policing Services, U.S. Department of Justice.

- This Averted School Violence Near Miss reporting system, allows law enforcement officers, school personnel, and mental health professionals to share data and information on “close calls” in order to improve school safety and prevent tragedies. (www.asvnearmiss.org)

School-Associated Violent Death Study, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services.

- SAVD presents the most recent data available on school-associated violent deaths; common features of these events; and potential risk factors for perpetration and victimization. Data obtained from this study play an important role in monitoring and assessing national trends in school-associated violent deaths, and help to inform efforts to prevent fatal school violence. The system, which was developed in partnership with the Departments of Education and Justice, monitors school-associated violent deaths at the national level. Information is collected each year from media databases, police, and school officials. (<https://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/savd.html>)

CrimeSolutions.gov, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- CrimeSolutions.gov is a web-based clearinghouse of evaluated programs and practices, including programs related to school safety. In this video interview, Dr. Stephanie Gerstenblith discusses how to use CrimeSolutions.gov to find evidence-based programs and practices to improve school safety. (www.crimesolutions.gov)

National Registry of Evidence-based Programs and Practices (NREPP), Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This registry contains information about evidence-based mental health and substance use interventions, including school-based interventions. Administrators and teachers may find the registry especially helpful in choosing evidence-based prevention programs. (<https://www.samhsa.gov/nrepp>)

Campus Resilience Program Resource Library, U.S. Department of Homeland Security.

- The Campus Resilience Program Resource Library is designed to provide members of the academic community with access to resources, strategies, guidelines, and templates to address a variety of different vulnerabilities and risks. This library organizes resources according to specific threats/hazards, and has a section dedicated to resources to support schools and other workplaces in preparing for and responding to violent incidents. (<https://www.dhs.gov/campus-resilience-program-resource-library>)

National Center for Campus Public Safety (NCCPS), Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- The NCCPS supports campus officials in creating safer and stronger campus communities by serving as a one-stop clearinghouse for the many resources available from both the federal government and non-governmental sources. The NCCPS has partnered with an array of public safety organizations, colleges and universities, and subject matter experts to address critical issues in campus safety. (<https://www.nccpsafety.org/>)
 - The National Center Library of Resources (<https://www.nccpsafety.org/resources/library>)
 - Active Threat Response Training Resources (http://nccpsafety.org/assets/files/library/Active_Threat_Response_Trainings_Final.pdf)
 - Emerging Issues Forums (<https://www.nccpsafety.org/our-work/emerging-issues-forums/>)

K–12 School Shooting Database, Naval Postgraduate School’s Center for Homeland Defense and Security (CHDS).

- The research project is a widely inclusive K–12 school shooting database that documents each and every instance a gun is brandished, is fired, or a bullet hits school property for any reason, regardless of the number of victims, time, day of the week, or reason (e.g., planned attack, accidental, domestic violence, gang-related). The database is available for download as a csv file from the CHDS website. (<https://www.chds.us/ssdb/>)

Indicators of School Crime and Safety Annual Report, Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice and National Center for Education Statistics, U.S. Department of Education.

- This report presents statistical data on crime and safety at school from the perspectives of students, teachers, and principals. The report contains 23 indicators of crime and safety at school on topics including victimization at school, teacher injury, bullying and cyber-bullying, school conditions, fights, weapons, availability and student use of drugs and alcohol, student perceptions of personal safety at school, and crime at postsecondary institutions. Data sources include the National Crime Victimization Survey (NCVS), the School Crime Supplement to the NCVS, the Youth Risk Behavior Survey, the School Survey on Crime and Safety, and the School and Staffing Survey. (<https://www.bjs.gov/content/pub/pdf/iscs16.pdf>)

Summary of School Safety Statistics, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This document provides research and data to discuss common myths around school safety. (<https://www.ncjrs.gov/pdffiles1/nij/250610.pdf>)

School Safety: By the Numbers, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This document summarizes the findings of the NIJ report *Summary of School Safety Statistics*. (<https://www.ncjrs.gov/pdffiles1/nij/251173.pdf>)

High School Youths, Weapons, and Violence: A National Survey, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This “Research in Brief” discusses the findings of an NIJ-funded survey on the firearms experience of the average youth. (<https://www.ncjrs.gov/pdffiles/172857.pdf>)

A Study of the Pre-Attack Behaviors of Active Shooters in the U.S. Between 2000 and 2013, Federal Bureau of Investigation, U.S. Department of Justice.

- The report examines the pre-attack behavior of shooters in 160 active shooter incidents in an effort to pinpoint specific behaviors that might be useful in identifying, assessing, and managing those who might be on the pathway to such violence. (<https://www.fbi.gov/file-repository/pre-attack-behaviors-of-active-shooters-in-us-2000-2013.pdf/view>)

Protect and Mitigate

Personnel and Training

Be Safe and Sound in School (B3S), Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- In collaboration with the National Crime Prevention Council, B3S is a program that seeks to raise awareness of school safety and security issues and provide the tools and resources needed to effectively address them. (<https://www.ncpc.org/programs/be-safe-and-sound-in-school/>)

Serving Safely, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- This program, launched in May 2018, is a national initiative designed to improve interactions between police and persons affected by mental illnesses and developmental disabilities. The initiative includes leaders in policing, mental illness, intellectual/developmental disability, crisis intervention, peer advocacy, emergency medicine, technology development, and prosecution, who together serve as a network of training and technical assistance providers. (<https://www.vera.org/projects/serving-safely>)

School Transportation Security Programs, Transportation Security Administration (TSA), U.S. Department of Homeland Security.

- TSA offers a number of services to school districts and transportation providers on school bus security including guidelines, assessments, and exercise support. (<https://www.tsa.gov/for-industry/surface-transportation>)

T3—Tact, Tactics, and Trust™ Training and Technical Assistance Program, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- This program provides law enforcement officers with evidence-based knowledge, tools, and skills to better defuse and resolve tense situations. This program assists in protecting law enforcement officers, enhancing public safety, and improving outcomes within the communities they serve. Since July 2017, more than 1500 law enforcement officers have been trained. (www.polis-solutions.net)

Law Enforcement and Community: Crisis Intervention Training Model Program, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- The Crisis Intervention Training Model Program provides law enforcement and their communities with targeted training and technical assistance to implement BJA's Crisis Intervention Team (CIT) model. (<https://www.prainc.com/lec-cit-2018/>)

Collaborative Reform Initiative for Technical Assistance (CRITA), Office of Community Oriented Policing Services, U.S. Department of Justice.

- This initiative delivers targeted technical assistance directly to local law enforcement based on their identified needs and requests, including those around school safety and security issues. (<https://cops.usdoj.gov/collaborative-reform>)

COPS Hiring Program, Office of Community Oriented Policing Services, U.S. Department of Justice.

- This program makes competitive awards open to all state, local, and tribal law enforcement agencies to hire/rehire officers to address specific focus area using community policing approaches, including funding for school resource officers. (<https://cops.usdoj.gov/chp>)

School Resource Officer Training, Office of Community Oriented Policing Services, U.S. Department of Justice.

- This program provides funding for the Basic School Resource Officer Course, developed by the National Association of School Resource Officers. This is a 40-hour course designed for law enforcement officers and school safety professionals working in an educational environment. The course provides tools for officers on how to effectively carry out law enforcement and safety duties while building positive relationships with both students and staff in a school context. (https://cops.usdoj.gov/pdf/2017AwardDocs/chp/SRO_Mandatory_Training_Fact_Sheet.pdf)

DHS Campus Resilience Program Tabletop Exercise Series and K–12 Active Shooter Exercise Starter Kits,

Office of Academic Engagement, U.S. Department of Homeland Security. (<https://www.dhs.gov/academicresilience>)

- TTX Series: Includes a collection of tailored events, each with unique objectives and outcomes, designed for the academic community. Each event in the series challenges participants with multifaceted threat based scenarios that test and strengthen their institution’s preparedness, response, and recovery capabilities.
- K–12 Active Shooter Exercise Starter Kits: A set of tools and resources for the academic community to self-conduct a tabletop exercise. The kits reinforce a school’s specific emergency plans, protocols, and procedures, while also testing and strengthening its preparedness, response, and recovery capabilities when responding to an active shooter incident.

Enhanced Dynamic Geo-Social Environment (EDGE), Science & Technology Directorate, U.S. Department of Homeland Security.

- EDGE is a virtual training platform that allows teachers, school staff, law enforcement officers, and others tasked with school security to create and practice response plans for a wide range of critical incidents. EDGE allows first responders and educators to role-play complex scenarios in a virtual environment, improving and reinforcing coordination, communication, and critical decision-making skills. (<https://www.cesiedgetraining.com/>)

Justice Assistance Grant, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- This is a formula-based grant program that provides states, tribes, and local governments with critical funding to support a range of program areas. The latter include law enforcement, prosecution and courts, crime prevention and education, corrections and community corrections, drug treatment and enforcement, planning, evaluation and technology improvement, crime victim and witness initiatives, mental health programs, and related law enforcement and corrections programs. Under this grant program, emergency and crisis training for local law enforcement can be an allowable cost. Each year, 56 states and territories and more than 900 local and tribal jurisdictions receive grants. (<https://www.bja.gov/jag/>)

National Training and Technical Assistance Center (NTTAC), Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- NTTAC offers online and no-cost training and technical assistance on a wide variety of criminal justice topics, including emergency and crisis training for local law enforcement. (www.bjatrain.org)

Identifying an Armed Person Training, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- This training, which is provided as part of the Project Safe Neighborhoods training and technical assistance support, covers guidance for handling felonious possession and use of firearm cases. It includes techniques for identifying/recognizing vehicles with hidden compartments and advanced techniques to identify/recognize armed suspects and their characteristics. (<http://www.theiacp.org/psnInitiative>)

STOP School Violence Prevention and Mental Health Training Program, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- This program provides funding directly to state, local, and tribal jurisdictions for training school personnel and educating students to prevent student violence as well as for training school officials in responding to related mental health crises. Such training, developed and delivered at the local level, seeks to meet the jurisdictions’ localized needs regarding the prevention of school violence and responses to related mental health crises. (<https://www.bja.gov/Programs/STOP-School-Violence-Act.html>)

VALOR Officer Safety and Wellness Training and Technical Assistance Program, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- The VALOR program delivers current, dynamic classroom and web-based trainings focused on recognizing indicators of dangerous situations. It involves applying a cognitive approach towards reinforcing effective techniques for managing difficult encounters, implementing casualty care and rescue tactics, and improving wellness and resilience. Since 2010, the VALOR Program has trained more than 41,400 law enforcement officers. (www.valorforblue.org)

Building Security and Emergency Planning

K-12 School Security Guide (2nd Edition) and School Security Survey, U.S. Department of Homeland Security.

- The documents provide preventive and protective measures to address the threat of gun violence in schools. The Guide is delivered in two parts: the first portion is a PDF with general security best practices and considerations in narrative format; while the second portion is a Microsoft Excel-based security survey. Together, these documents outline action-oriented security practices and options for consideration based on the results of the individual school's responses to the survey. While the primary audience for the Guide is the K-12 community, institutions of higher education or pre-K schools may also benefit from the information presented. (<https://www.dhs.gov/publication/k-12-school-security-guide>)

DHS Protective Security Advisors, U.S. Department of Homeland Security.

- Protective Security Advisors (PSAs) are security subject matter experts who engage with state, local, tribal, and territorial government mission partners and members of the private sector stakeholder community to protect regional, state, and local infrastructure. Since 2013, PSAs have engaged with more than 1,100 schools, providing best practices, conducting assessments, and facilitating exercises, among other things. (<https://www.dhs.gov/protective-security-advisors>).

REMS Fact Sheets, Office of Safe and Healthy Students, U.S. Department of Education (November 2017).

- The Mitigation for Schools and School Districts Fact Sheet describes “mitigation” and the role it plays in school preparedness. This fact sheet contains examples of mitigation activities, steps for integrating mitigation into emergency planning, and key resources for schools and school districts. (https://rem.ed.gov/Docs/Mitigation_Fact_Sheet_508C.pdf)
- The Protection for Schools and School Districts Fact Sheet describes “protection” and the role it plays in school preparedness. This fact sheet contains examples of protection activities, steps for integrating protection into emergency planning, and key resources for schools and school districts. (https://rem.ed.gov/Docs/Protection_Fact_Sheet_508C.pdf)

Grants to States for School Emergency Management, U.S. Department of Education.

- These grants help schools address violence and foster safer school environments by providing grants to states to increase their capacity to assist school districts in the development, implementation, and review of high-quality and comprehensive school emergency operations plans (EOPs). (<https://www2.ed.gov/programs/schlemergmgt-sea/index.html>)

Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education,

U.S. Department of Education, U.S. Department of Health and Human Services, U.S. Department of Homeland Security, U.S. Department of Justice, Federal Bureau of Investigation, Federal Emergency Management Agency (June 2013).

- This guide includes information on the principles of emergency management planning for institutions of higher education (IHEs); a process for developing, implementing, and refining a higher education Emergency Operations Plan (EOP); and suggested content of higher education EOPs. Planning teams at IHEs responsible for developing and revising a higher education EOP may find this document particularly helpful. (https://www.dhs.gov/sites/default/files/publications/REMS_IHE_Guide_508.pdf)

Guide for Developing High-Quality School Emergency Operations Plans, U.S. Department of Education,

U.S. Department of Homeland Security, U.S. Department of Health and Human Services, and U.S. Department of Justice, Federal Emergency Management Agency, and Federal Bureau of Investigation (2013).

- This guide includes information on the principles of school emergency management planning; a process for developing, implementing, and refining a school Emergency Operations Plan (EOP) with community partners; and suggested content of school EOPs. Planning teams responsible for developing and revising school EOPs may find this document particularly helpful. (https://rem.ed.gov/docs/REMS_K-12_Guide_508.pdf)

National Strategy on Youth Preparedness and Ready.Gov/Youth Preparedness, U.S. Department of Homeland Security, Federal Emergency Management Agency, U.S. Department of Education, and the American Red Cross.

- *The National Strategy for Youth Preparedness Education: Empowering, Educating, and Building Resilience* presents nine steps partners can take to help build a nation of prepared youth. The steps focus on building partnerships to enhance youth preparedness learning programs; connecting young people with their families, communities, first responders, and other youth; and increasing preparedness at school. (ready.gov/youth-preparedness)

Primer to Design Safe School Projects in Case of Terrorist Attacks and School Shootings, Federal Emergency Management Agency, U.S. Department of Homeland Security (January 2012).

- This primer contains detailed information on assessing threats and vulnerabilities, and the design considerations needed to protect buildings and the people occupying them. The purpose of this primer is to provide the design community and school administrators with the basic principles and techniques to make a school safe from school shootings and ensure it meets the needs of students, teachers, and administrators. (https://www.dhs.gov/xlibrary/assets/st/bips07_428_schools.pdf)

Making Schools Safer Quick Reference Guide (2018), U.S. Secret Service, U.S. Department of Homeland Security.

- This guide highlights the research the U.S. Secret Service National Threat Assessment Center conducted in partnership with the U.S. Department of Education Office of Safe and Drug-Free Schools on targeted school violence. (https://www.secretservice.gov/data/protection/ntac/Making_Schools_Safer_Quick_Reference_Guide_2018_Update.pdf)

Comprehensive School Safety Initiative, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This is a list of awards made under the Comprehensive School Safety Initiative for various fiscal years.
 - **2014:** <https://www.ncjrs.gov/pdffiles1/nij/248381.pdf>
 - **2015:** <https://www.ncjrs.gov/pdffiles1/nij/249228.pdf>
 - **2016:** <https://www.nij.gov/Documents/NIJ-CSSI-FY-2016-Awards.pdf>
 - **2017:** <https://www.ncjrs.gov/pdffiles1/nij/251559.pdf>
- The 2014 Comprehensive School Safety Initiative Report discusses the history, funding, and activities of the Comprehensive School Safety Initiative. (<https://www.ncjrs.gov/pdffiles1/nij/247757.pdf>)

Preventing, Preparing for Critical Incidents in Schools, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This article discusses NIJ-funded research on school safety and how schools can better prepare for incidents of violence. (<https://www.ncjrs.gov/pdffiles1/nij/225765.pdf>)

Keeping an Eye on School Security: The Iris Recognition Project in New Jersey Schools, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This NIJ Journal article discusses the Iris Recognition Project, a school safety initiative in New Jersey. (https://www.nij.gov/journals/254/pages/iris_recognition.aspx)

Appropriate and Effective Use of Security Technologies in U.S. Schools, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This document provides basic guidelines to law enforcement agencies and school administrators regarding security technology and school safety. (<https://www.ncjrs.gov/school/178265.pdf>)

School Safety, Model Programs Guide, Office for Juvenile Justice and Delinquency, Office of Justice Programs, U.S. Department of Justice.

- This is a topic page for school safety programs. (<https://www.ojjdp.gov/mpg/Topic/Details/120>)

Safe and Secure, Guides to Creating Safer Schools, Office for Juvenile Justice and Delinquency, Office of Justice Programs, U.S. Department of Justice.

- To assist schools in their safety efforts, the Northwest Regional Educational Laboratory (NWREL) developed a series of eight guidebooks intended to build a foundation of information that will assist schools and school districts in developing safe learning environments.
 - **Guide 1: Creating Schoolwide Prevention and Intervention Strategies** is intended to put the issue of schoolwide violence prevention in context for educators and outline an approach for choosing and creating effective prevention programs. (<https://www.ncjrs.gov/pdffiles1/ojjdp/book1.pdf>)
 - **Guide 2: School Policies and Legal Issues Supporting Safe Schools** is a practical guide to the development and implementation of school policies that support safe schools. (<https://www.ncjrs.gov/pdffiles1/ojjdp/book2.pdf>)

- **Guide 3: Implementing Ongoing Staff Development To Enhance Safe Schools** discusses the role of staff development within the context of school safety. (<https://www.ncjrs.gov/pdffiles1/ojjdp/book3.pdf>)
- **Guide 4: Ensuring Quality School Facilities and Security Technologies** is intended to help educators and other members of the community understand the relationship between school safety and school facilities, including technology. (<https://www.ncjrs.gov/pdffiles1/ojjdp/book4.pdf>)
- **Guide 5: Fostering School-Law Enforcement Partnerships** is a practical guide to the development and implementation of partnerships between schools and law enforcement agencies. (<https://www.ncjrs.gov/pdffiles1/ojjdp/book5.pdf>)
- **Guide 6: Instituting School-Based Links With Mental Health and Social Service Agencies** discusses how schools can improve their capacity to serve all students by linking with mental health and social service agencies. (<https://www.ncjrs.gov/pdffiles1/ojjdp/book6.pdf>)
- **Guide 7: Fostering School, Family, and Community Involvement** provides an overview of the nature and scope of collaboration, explores barriers to effectively working together, and discusses the processes of establishing and sustaining the work. (<https://www.ncjrs.gov/pdffiles1/ojjdp/book7.pdf>)
- **Guide 8: Acquiring and Utilizing Resources To Enhance and Sustain a Safe Learning Environment** provides practical information on a spectrum of resources that concerned individuals and organizations can use in the quest to create safe schools. (<https://www.ncjrs.gov/pdffiles1/ojjdp/book8.pdf>)

Additional OJJDP Resources, Office for Juvenile Justice and Delinquency, Office of Justice Programs, U.S. Department of Justice.

- **Police Foundation resources on school safety** (<https://www.policefoundation.org/school-safety-and-violence-prevention-resources/>)
- **International Association of Chiefs of Police Prevention and School Safety Resources** (<http://www.theiacp.org/Prevention-And-Response-To-School-Violence>)
- **Combating Fear and Restoring Safety in Schools** (<https://www.ncjrs.gov/pdffiles/167888.pdf>)
- **Creating Safe and Drug-Free Schools: An Action Guide** (<https://www.ncjrs.gov/pdffiles/safescho.pdf>)
- **Creating Schoolwide Prevention and Intervention Strategies (Revised)** (http://safeschools.info/docman/doc_download/280-creating-schoolwide-prevention-and-intervention-strategies)
- **Fostering School, Family, and Community Involvement (Revised)** (<http://smhp.psych.ucla.edu/publications/44%20guide%207%20fostering%20school%20family%20and%20community%20involvement.pdf>)
- **Promising Practices for Safe and Effective Schools Videoconference** (<http://www.juvenile.net.org/jitap/archives/safeneffctv/index.html>)
- **School Resource Officer Training Program** (<https://www.ncjrs.gov/pdffiles1/ojjdp/fs200105.pdf>)
- **School Safety & Youth Violence: A Legal Primer** (<https://www.ncjrs.gov/pdffiles1/ojjdp/grants/198396.pdf>)
- **School Safety by Management and Design Videoconference** (<https://www.juvenile.net.org/jitap/schoolsafety/index.html>)
- **School Safety: Annual Report, 2000** (<https://www.ncjrs.gov/pdffiles1/ojjdp/193163.pdf>)
- **Stand Up and Start a School Crime Watch!** (<https://www.ncjrs.gov/pdffiles/94601.pdf>)
- **School Safety Special Feature** (<https://www.ncjrs.gov/schoolsafety/>)

Crisis Communications Quick Reference Guide, Federal Bureau of Investigation, U.S. Department of Justice.

- This brochure is tailored to chiefs, sheriffs, command staff, and public information officers who handle crisis communications in response to an active shooter, mass casualty, or other law enforcement incidents. It provides checklists for the pre-event, the onset of the incident, and updating the media (pre-press conference and second and subsequent press conferences). Also included are 10 tips to improve communications (<https://www.fbi.gov/file-repository/as-study-quick-reference-guide-updated1.pdf/view>)

Privacy Considerations

Privacy Technical Assistance Center (PTAC), U.S. Department of Education.

- PTAC is a “one-stop” resource for education stakeholders to learn about data privacy, confidentiality, and security practices related to student-level data systems and other uses of student data. (<https://studentprivacy.ed.gov>)

Family Educational Rights and Privacy Act: A Guide for First Responders and Law Enforcement,

Office of Partner Engagement, Federal Bureau of Investigation, U.S. Department of Justice.

- This guide defines the Family Educational Rights and Privacy Act (FERPA), delineates the rights afforded eligible parents and students, and discusses the types of information schools may provide to law enforcement agencies. It also discusses some relevant exceptions to FERPA’s general consent rule that permit the nonconsensual disclosure of personally identifiable information from education records to law enforcement agencies. (<https://www.fbi.gov/file-repository/ferpa-guide.pdf/vie>)

Information Sharing in Criminal Justice – Mental Health Collaborations: Working with HIPAA and Other Privacy

Laws, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- Understanding the legal framework of information sharing is the crucial first step for jurisdictions seeking to design and implement effective criminal justice-mental health collaborations. This guide introduces how federal and state laws are likely to influence criminal justice and mental health practitioners’ ability to share information. (https://www.bja.gov/Publications/CSG_CJMH_Info_Sharing.pdf)

Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule: A Guide for Law Enforcement,

Office of Partner Engagement, Federal Bureau of Investigation, U.S. Department of Justice.

- This guide provides a summary of relevant HIPAA provisions. It defines the HIPAA privacy rule, identifies who is and it not required to comply with the rule, and describes the circumstances in which a HIPAA-covered entity may disclose protected health information to law enforcement agencies. (<https://www.fbi.gov/file-repository/hipaa-guide.pdf/view>)

HIPAA for Professionals, U.S. Department of Health and Human Services.

- The following is a series of questions with corresponding information on the HHS website. (<https://www.hhs.gov/hipaa/for-professionals/index.html>)
 - [Does the HIPAA Privacy Rule apply to an elementary or secondary school?](#)
 - [Does FERPA or HIPAA apply to elementary or secondary school student health records maintained by a health care provider that is not employed by a school?](#)
 - [Are there circumstances in which the HIPAA Privacy Rule might apply to an elementary or secondary school?](#)
 - [Where the HIPAA Privacy Rule applies, does it allow a health care provider to disclose protected health information \(PHI\) about a troubled teen to the parents of the teen?](#)
 - [Does the HIPAA Privacy Rule allow a health care provider to disclose protected health information \(PHI\) about a student to a school nurse or physician?](#)
 - [Does FERPA or HIPAA apply to records on students at health clinics run by postsecondary institutions?](#)
 - [Does FERPA or HIPAA apply to records on students who are patients at a university hospital?](#)
 - [Where the HIPAA Privacy Rule applies, does it permit a health care provider to disclose protected health information \(PHI\) about a patient to law enforcement, family members, or others if the provider believes the patient presents a serious danger to self or others?](#)
 - [Are the health records of an individual who is both a student and an employee of a university at which the person receives health care subject to the privacy provisions of FERPA or those of HIPAA?](#)

Respond and Recover

Active Shooter Preparedness and Response

Active Shooter Preparedness, U.S. Department of Homeland Security.

- DHS provides a variety of active shooter preparedness resources for private citizens, human resources, security professionals, active shooter workshop participants, and first responders. (<https://www.dhs.gov/active-shooter-preparedness>)

Active Shooter: How to Respond, U.S. Department of Homeland Security (October 2008).

- This guide informs employers how to respond to active shooter emergencies at their workplace, including how to respond when an active shooter is in the vicinity, how to respond when law enforcement arrives, how to train staff for an active shooter situation, and how to recognize potential workplace violence. (https://www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf)

Planning and Response to an Active Shooter: An Interagency Security Committee Policy and Best Practices Guide, Interagency Security Committee* (chaired by the U.S. Department of Homeland Security) (November 2015).

- This guide provides a consolidated overview of the federal government's approach to active shooter preparedness for non-military federal facilities. Many of the policies and procedures discussed in this guide can be applied to schools. (<https://www.dhs.gov/sites/default/files/publications/isc-planning-response-active-shooter-guide-non-fouo-nov-2015-508.pdf>)

Preparing for Active Shooter Situations (PASS) Program, Office of Community Oriented Policing Services, U.S. Department of Justice.

- This program provides funding for first responders to attend the Active Attack Integrated Response (AAIR) Course, a two-day in-person training designed to improve coordinated response during active attack incidents. (<https://cops.usdoj.gov/training>)

Active Shooter Event Quick Reference Guide, Office of Partner Engagement, Federal Bureau of Investigation, U.S. Department of Justice.

- This pocket guide discusses the three options—Run, Hide, Fight—that can make a difference during an active shooter incident. (https://www.fbi.gov/file-repository/active-shooter-event-quick-reference-guide_2015.pdf/view)

A Study of the Pre-Attack Behaviors of Active Shooters in the U.S., Behavioral Analysis Unit, Federal Bureau of Investigation, U.S. Department of Justice.

- Understanding the prevention of active shootings often relies upon the recognition of worrisome pre-attack behaviors, the BAU released this study in 2018. Using law enforcement records (vs. open source) as the primary source of information, this study thoroughly examined 63 active shooters, including nine who attacked K–12 schools. Key findings included insights into the active shooters' mental health, concerning behaviors displayed before their attacks, and specific stressors they experienced. This study provides the most current and detailed exploration of observable pre-attack behaviors to date. (<https://www.fbi.gov/file-repository/pre-attack-behaviors-of-active-shooters-in-us-2000-2013.pdf/view>)

Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship, U.S. Department of Homeland Security, Federal Emergency Management Agency (FEMA).

- Provided by FEMA's Emergency Management Institute, this online course provides leading practices and resources to assist elementary and secondary schools, institutions of higher education, and houses of worship in developing emergency plans for preparing for, responding to, and recovering from mass casualty incidents. (<https://training.fema.gov/is/courseoverview.aspx?code=IS-360>)

* The Interagency Security Committee's primary members include: Assistant to the President for National Security Affairs, U.S. Central Intelligence Agency, Department of Agriculture, U.S. Department of Commerce, U.S. Department of Defense, U.S. Department of Education, U.S. Department of Energy, U.S. Department of Health and Human Services, U.S. Department of Homeland Security, U.S. Department of Housing and Urban Development, U.S. Department of the Interior, U.S. Department of Justice, U.S. Department of Labor, U.S. Department of State, U.S. Department of Transportation, U.S. Department of the Treasury, U.S. Department of Veterans Affairs, U.S. Environmental Protection Agency, U.S. General Services Administration, U.S. Office of Management and Budget, and the U.S. Marshals Service.

Disaster Technical Assistance Center Supplemental Research Bulletin Mass Violence and Behavioral Health, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services (September 2017).

- This bulletin focuses on how mass violence affects the behavioral health of adult and young survivors or witnesses of a mass violence incident. Public health, behavioral health, and emergency management professionals can use this bulletin to improve their disaster behavioral health preparedness plans. (<https://www.samhsa.gov/sites/default/files/dtac/srb-mass-violence-behavioral-health.pdf>)

Active Shooter Resources, Federal Bureau of Investigation, U.S. Department of Justice.

- The Investigative Assistance Act for Violent Crimes Act of 2012 delegated responsibility to the FBI to provide federal assistance during active shooter incidents and mass killings in public places. The FBI has teamed with the Texas State University Advanced Law Enforcement Rapid Response Training program, which trains law enforcement and first responders on national standards for response protocol. The FBI's Office for Victim Assistance also provides a variety of support services for victims, family members, first responders, and investigative teams. (<https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources>)

Recovery

REMS fact sheets, Office of Safe and Healthy Students, U.S. Department of Education and Emergency Management for Schools Technical Assistance Center (2017).

- The **Recovery for Schools and School Districts Fact Sheet** describes “recovery” and the role it plays in school preparedness. This fact sheet contains examples of recovery activities, steps for integrating recovery into emergency planning, and key resources for schools and school districts. (https://rems.ed.gov/Docs/Recovery_Fact_Sheet_508C.pdf)
- The **Response for Schools and School Districts Fact Sheet** describes “response” and the role it plays in school preparedness. This fact sheet contains examples of response activities, steps for integrating response into emergency planning, and key resources for schools and school districts. (https://rems.ed.gov/Docs/Response_Fact_Sheet_508C.pdf)

Project School Emergency Response to Violence (SERV), U.S. Department of Education.

- This program funds short-term and long-term education-related services for school districts and institutions of higher education (IHEs) to help them recover from a violent or traumatic event in which the learning environment has been disrupted. (<https://www2.ed.gov/programs/dvppserv/index.html>)

Mass Violence Toolkit, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.

- The Helping Victims of Mass Violence and Terrorism Toolkit leverages expertise from partner agencies, subject matter experts, and lessons learned from past incidents to provide communities with a holistic approach to victim assistance in cases of criminal mass violence and domestic terrorism from planning through long-term recovery. The Toolkit includes checklists, templates and other resources to help communities through these processes. (<https://ovc.gov/pubs/mvt-toolkit/index.html>)

Vicarious Trauma Toolkit, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.

- The Vicarious Trauma Toolkit is an online collection of resources and tools to support victim-serving organizations—victim services, law enforcement, first responders—to mitigate the impact and consequences of vicarious trauma. The Toolkit provides an Organizational Assessment that enables organizations to assess their current response and then set a path forward using nearly 500 items—policies, practices and program descriptions, research literature, links to websites and podcasts, and videos and testimonials from each discipline. (<https://vtt.ovc.ojp.gov/>)

Schools/Education Community, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice

- This page contains DOJ and DOJ-sponsored publications relevant to students and others who are victims of crime. (<https://ovc.ncjrs.gov/Publications.aspx?TopicID=91>)

Through Our Eyes: Children, Violence, and Trauma, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.

- The sixth video in this series focuses on Interventions in Schools. (<https://ovc.gov/pubs/ThroughOurEyes/>)

Supporting Children Living with Grief and Trauma: A Multidisciplinary Approach, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.

- This training session was designed with victim service providers, mental health professionals, and law enforcement in mind. (<https://www.ovcttac.gov/views/TrainingMaterials/dspSupportingChildren.cfm>)

Expert Q&A: Addressing the Impact of Trauma When a Mass Violence Incident Occurs, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.

- Incidents of mass violence and terrorism present unique challenges to the communities in which they occur, requiring a coordinated, cross-sector approach among federal, state, local, and tribal governments; private entities; and nonprofit organizations to drive an effective response. This training session addresses how to create and maintain partnerships, address resource gaps, develop victim assistance protocols, and use the protocols after an incident of mass violence or terrorism. (<https://www.ovcttac.gov/expert-qa/?tab=2>)

VAT Online: Terrorism and Mass Violence, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.

- Terrorism and mass violence are of concern to the public at large because events seem to be random, and perpetrators generally have a definitive plan and their own logic behind their attacks. This training module defines terrorism and mass violence, describes the effects on victims and survivors, identifies potential issues arising from these types of events, identifies responders to mass violence incidents and where you should develop a partnership prior to an event, identifies potential needs of victims and communities after a terrorism and mass violence event, and identifies resources for victims and communities. (https://www.ovcttac.gov/views/TrainingMaterials/dspOnline_VATOnline.cfm?tab=1#crimes)

Mass Violence and Terrorism Web Training Series, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.

- This web training series highlights the importance of communities, states, and regions planning a response to incidents of mass violence and terrorism using the OVC resource, Helping Victims of Mass Violence & Terrorism: Planning, Response, Recovery, and Resources Toolkit. The first webinar in this series provides a detailed overview of how to use the Toolkit. Subsequent web trainings delve deeper into sections of the Toolkit. (<https://www.ovcttac.gov/views/TrainingMaterials/dspWebinars.cfm#massviolence>)

American Academy of Pediatrics (AAP): Medical Home for Children and Adolescents Exposed to Violence, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.

- Developed through a grant from OVC, this section of the AAP web site provides pediatricians and all medical home teams with the resources they need to modify practice operations to more effectively identify, treat, and refer children and youth who have been exposed to or victimized by violence. (<https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/resilience/Pages/Resilience-Project.aspx>)

ChildVictimWeb, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.

- Funded by OVC, ChildVictimWeb is a free online training resource designed for professionals from all disciplines who work with children who have experienced or witnessed serious violence. This course describes the prevalence and characteristics of different forms of victimization often experienced in childhood, their psychological, behavioral, social, and health consequences, and implications for practice. Assessment strategies, an evidence-based approach to treatment planning, trauma-informed case management skills, and information about evidence-supported treatments are presented. (<http://cv.musc.edu/>)

Enhancing Police Responses to Children Exposed to Violence: A Toolkit for Law Enforcement, Office for Juvenile Justice and Delinquency, Office of Justice Programs, U.S. Department of Justice.

- This toolkit may be helpful to law enforcement officers addressing school shootings. (<http://www.theiacp.org/children-exposed-to-violence>)

Gun Violence and Youth, Model Programs Guide, Office for Juvenile Justice and Delinquency, Office of Justice Programs, U.S. Department of Justice.

- This research literature review on gun violence and youth focuses on intentional gun violence involving youths ages 10 to 24, including school violence/school shootings. (<https://www.ojjdp.gov/mpg/litreviews/gun-violence-and-youth.pdf>)

Child and Youth Victimization Known to Police, School, and Medical Authorities, Office for Juvenile Justice and Delinquency, Office of Justice Programs, U.S. Department of Justice.

- This paper presents the survey results from the National Survey of Children’s Exposure to Violence (NatSCEV) regarding authorities’ knowledge of victimization incidents involving children and youth, particularly police, school, and medical authorities. (<https://www.ojjdp.gov/pubs/235394.pdf>)

Supporting Young People in the Wake of Violence and Trauma, Office for Juvenile Justice and Delinquency, Office of Justice Programs, U.S. Department of Justice.

- This guide provides mentors with recommendations and resources to help them support youth who have faced experiences with violence or trauma. (<http://www.nationalmentoringresourcecenter.org/index.php/component/k2/item/418-supporting-young-people-in-the-wake-of-violence-and-trauma.html>)

Trauma Resilience Resources, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This page provides information on agencies, foundations, and other resources that collect data on trauma and resilience. (<https://www.samhsa.gov/capt/tools-learning-resources/trauma-resilience-resources>)

Coping with Traumatic Events: Resources for Children, Parents, Educators, and Other Professionals, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This page offers online resources designed to assist parents, educators, and other professionals in helping children cope with traumatic events. (Includes a number of resources from the National Child Traumatic Stress Network and a resource related to traumatic stress after mass violence, terror, or disaster.) (<https://www.samhsa.gov/capt/tools-learning-resources/coping-traumatic-events-resources>)

The National Child Traumatic Stress Network (NCTSN), Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- The NCTSN and its various centers have developed and implemented a range of clinical treatments, mental health interventions, and other trauma-informed service approaches as a means of promoting the Network’s mission of raising the standard of care for traumatized youth and families. (<https://www.nctsn.org/treatments-and-practices/treatments-that-work/interventions>)

U.S. Department of the Interior, Bureau of Indian Affairs, Office of Justice Services.

- This office supports tribal justice systems and provides victim assistance on Indian reservations. (<https://www.bia.gov/bia/ojs>)